

Curious Kittens Day Nursery (Kings Road)

Inspection report for early years provision

Unique reference number	117108
Inspection date	25/04/2012
Inspector	Heather Morgan
Setting address	City College Plymouth, Kings Road, Devonport, Plymouth, Devon, PL1 5QG
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Curious Kittens Day Nursery (Kings Road) registered and has been on its present site since 1996. It serves both the student and staff families at City College Plymouth, and the wider community. The nursery operates from a purpose-built building on the college campus, which they have exclusive use of. There are three main rooms, two offices and associated facilities. There is a secure tarmac area for outside play at the front of the building, which includes an area with a safety surface and climbing equipment, and a grassy area for outside play at the rear of the building.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for up to 48 children up to the age of eight years, at any one time. The nursery also cares for children up to 11 years of age during school holidays through its Kids Club, and after school on occasion. It is open on weekdays between 8.15am and 5.45pm for 50 weeks of the year. There are currently 73 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It has piloted 'fifteen hour' funding for two-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A staff of 11, supported by two managers, work with the children, all of whom hold appropriate childcare qualifications. One member of staff holds Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The skilled staff team work together exceptionally well to meet the individual needs of each child. Consequently children are sensitively supported in their progress and development in order to achieve their full potential. Staff regularly undertake thorough, reflective self-evaluation which supports them in effectively identifying key areas for development that continually drive improvement. These include finding ways to help children make independent choices about when they go outdoors. Safeguarding children is given the utmost priority; comprehensive policies and procedures are implemented rigorously to help ensure the safety and security of children. Highly effective partnerships with parents, other professionals and schools enables adults to work together cohesively to provide excellent continuity of care and give children the best start in life.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the planned improvement to outdoor play opportunities, seeking ways for children to make more independent choices about when they can play outdoors.

The effectiveness of leadership and management of the early years provision

Staff give the utmost priority to keeping children safe and secure. The nursery effectively implements robust recruitment, vetting and monitoring procedures to assess the suitability of everyone working with children. The skilled staff team have a very secure understanding of the comprehensive policies and procedures in place. They are superbly supported by a key member of staff who takes the lead in making sure procedures are sensitively and promptly implemented in the event of any concerns.

Staff interact enthusiastically with children to support their progress and development. They have an excellent understanding of how children develop and consequently deliver a rich and varied range of activities that sustain children's interests and enhance all aspects of their learning. They skilfully link activities to children's current interests because they use close observation and rigorous assessment of children's achievements to identify and support their next steps for learning.

Each member of the highly motivated staff team actively contributes to the smooth running of sessions. They share a vision for the future and critically reflect on their practice as they continually strive to improve and enhance provision. Key members of staff take their lead roles very seriously and provide excellent support for the rest of the team. Staff enthusiastically access training and bring new ideas to the nursery. For example, the environment for the youngest children has been significantly improved, effective communication techniques are used throughout the nursery and improvements to the outdoor environment are currently being implemented to enable children to make more independent choices about when they play outdoors.

The nursery is very well resourced and staff significantly enhance the equipment with interesting natural resources to extend children's learning experiences. The nursery makes excellent use of the on-site resources, giving children opportunities to attend events in the college and access additional facilities such as a large sports hall. The nursery welcomes families from a wide range of cultures. They comprehensively embrace and celebrate diversity within the nursery community as children learn to value and respect others. Excellent support is given to children learning to speak English as an additional language. Meticulous observation and a strong focus on developing effective communication skills means all children are supported extremely well in achieving their full potential and those that need additional support are given the extra help they need.

The excellent partnerships with parents are highly valued. Staff use very effective communication so that children's individual needs are met and that their learning at home is fully acknowledged and celebrated. Parents enthusiastically praise the nursery staff; they are extremely appreciative of the care their children receive and impressed at the progress their children make. The nursery is very aware that children attend from a wide area and strive to keep parents informed about relevant events in their own locality. Staff establish excellent relationships with a wide range of other professionals which makes certain they promptly access specialist help for those children that need it. They work very closely with many different schools to support children in making a smooth transition when it is time for them to move on.

The quality and standards of the early years provision and outcomes for children

Children are very knowledgeable about how to keep themselves fit and healthy. They skilfully identify which foods are good for them and what will happen to their bodies if they eat too many sugary items. They relish opportunities to play outdoors and engage in different physical activities that exercise their bodies and keep themselves fit. The youngest children in particular benefit from the close attachments they make with their familiar carers. They support the children's emotional well-being very effectively by, for example, reflecting their home routines within the nursery, developing a strong sense of security and continuity in their care. Children are very safe and secure within the nursery because staff diligently implement a range of policies and procedures designed to protect the children in their care. As children get older, they develop their own understanding of how to keep themselves safe. For example, they explain the importance of putting a helmet on before riding a bike and follow sensible road safety procedures when they are out and about. They are actively encouraged to begin taking and managing risks within the safe nursery environment, such as trying out new and challenging equipment.

Children develop an exceptionally strong sense of community and respect for others. They attend cultural events and enthusiastically learn about each other's families, cultural backgrounds and languages. Children's behaviour is excellent. From a very early age they begin to learn the importance of sharing and taking turns. Those that struggle to play harmoniously with their peers are given excellent individual support to make sure they are included in all activities of their choice. Staff work hard to enable every child's voice to be heard and their opinions valued. For example, they encourage children to contribute to discussions that shape the activities that are planned to reflect children's current interests.

Children of all ages engage in a rich, varied and imaginative range of activities that sustain their interest very effectively and provide excellent opportunities to enhance their learning and development. For example, the youngest children are encouraged to explore and investigate a wide range of materials as they become

more mobile and interested in the world around them. As they move through the nursery staff expertly build on what children already know and can do. . Children love to create colourful and imaginative artwork which is proudly displayed throughout the nursery. Children are equally enthusiastic about engaging in adult-led activities, confident that these activities will be enjoyable and exciting. For example, toddlers clap with delight when staff suggest singing familiar songs. Children engage in exciting, themed projects that develop their learning in many areas. For example, following a trip to the local bakery they work together to draw a map of the route, photographing the results so they can refer to it at a later date. They work out how to cut the cakes they bought into the correct amount of pieces to make sure that each child has a fair share. Children are actively encouraged to be curious about the world around them and to work things out for themselves. Consequently they are very confident, inquisitive and have a very firm foundation on which to build their future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met