

Kittens Day Nursery and Big Cats Out of School Clubs



Ecat House, Cross Levels Way, Eastbourne, East Sussex, BN21 2UF

Inspection date	17 June 2015
Previous inspection date	22 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The leadership and management team involves parents, staff, other professionals and children to help evaluate the service accurately. Effective actions in response to areas for improvements continually enhance outcomes for children.
- Staff skilfully promote children's independence and confidence, particularly in self-care skills. They encourage children to select their bowls and cups and serve their snack, in addition to washing them up when they have finished.
- Staff work effectively with other professionals in supporting children with special educational needs and/or learning disabilities. This contributes to meeting the children's learning needs well and helping them make good progress.
- Staff value and develop very strong partnerships with parents. They use a wide range of methods to encourage the sharing of information about the children's learning both in the setting and at home. This helps to ensure a consistent approach to children's learning.
- The leadership and management team has a clear understanding of child protection and puts into practice effective procedures to deal with any safeguarding concerns. This helps to ensure the children's welfare and safety.

It is not yet outstanding because:

- Some staff do not take all opportunities to encourage children to use and create props to help them develop their imagination.
- The leadership and management team does not always use coaching and mentoring to address some minor inconsistencies in teaching.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more encouragement for children to use available resources to develop their imaginative play
- enhance coaching and mentoring to help staff address minor inconsistencies in their teaching.

Inspection activities

- The inspector observed staff interactions with children both inside and outside. In addition, the inspector observed a small outing beyond the setting.
- The inspector held ongoing discussions with the manager, staff and children.
- The inspector examined a sample of documentation, including policies and procedures, children's development records and staff files.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Jacqueline Walter

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. The staff are skilled at building on children's interests to extend their learning. Staff skilfully promote children's communication and language. They introduce words and effectively describe what children are doing during their play. This helps both younger children and children with special educational needs and/or disabilities to associate the words with their actions. Staff closely observe the children's skills, identifying their next steps in learning and planning activities accordingly. They welcome parents into the setting, for example, a father to talk about his job as a nurse. This helps children to understand how nurses take care of people and learn about the different occupations their parents have. Children thoroughly enjoy riding their vehicles around road tracks. This effectively helps the children to develop their coordination and physical skills, and promotes a positive attitude to living healthy lifestyles.

The contribution of the early years provision to the well-being of children is good

A well-established and effective key-person system is in place. Key persons gather detailed information from parents that helps them to tailor settling-in sessions to meet the children's needs. This makes a strong contribution to providing consistent care for children and successfully helps them to develop confidence and feel secure. Staff provide a very well-organised, child-friendly environment with lots of opportunities for children to be independent. They skilfully help children to keep themselves safe and to manage their behaviour. Staff take time to explain to older children the right way to do things and why they need to take turns. This helps them learn how to get along well together. Staff plan a good range of activities to help children prepare emotionally for school. For example, they provide school uniforms that children enjoy dressing-up in, which effectively eases children's move to school.

The effectiveness of the leadership and management of the early years provision is good

The leadership and management team has a good understanding of how to meet the safeguarding and welfare requirements. They conduct robust recruitment to ensure staff's suitability and good induction procedures make them fully aware of their roles. The leadership and management team uses good strategies overall to help identify weaknesses in practice and set targets for improvement. For example, after advice from the local authority team they have introduced group tracking of the children's progress. This means they now successfully plan for the children's development. In addition, the leadership and management team uses personal development plans for staff, including training courses. This helps to refresh the staff's practice as well as boost their confidence. Consequently, they constantly improve their skills and offer children quality learning experiences.

Setting details

Unique reference number	508948
Local authority	East Sussex
Inspection number	842282
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	25
Name of provider	Sussex Downs College
Date of previous inspection	22 March 2010
Telephone number	030 300 39555 Big Cats

Kittens Day Nursery and Big Cats Out of School Club registered in 1989. It operates from Sussex Downs College in Eastbourne, East Sussex. The nursery is open each weekday from 8.15am to 5.15pm for 40 weeks of the year. The out of school club is currently not running. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. The setting supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The nursery employs four members of staff. All of the staff, including the manager, hold a recognised childcare qualification at level 3 or 4. One member of staff has Early Years Professional Status.

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