

# Cats Whiskers Day Nursery

Inspection report for early years provision

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**Unique reference number** 100462  
**Inspection date** 13/01/2010  
**Inspector** Maria Lumley

**Setting address** 35 Florence Road, Bournemouth, Dorset, BH5 1HJ

**Telephone number** 01202 396453  
**Email** catswhiskers@btclick.com  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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).

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## Description of the setting

Cats Whiskers Day Nursery is privately owned, and opened in 2000. It operates from five main playrooms in a converted three-story house. It is situated in Boscombe, near to the main town of Bournemouth. The nursery is registered on the Early Years Register and a maximum of 39 children may attend the nursery at any one time, of these, no more than 15 may be under two years. There are 70 children currently on roll. The nursery supports children with learning difficulties and/or disabilities and children for whom English as an additional language. Children that attend the setting live in the local community and surrounding area. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

The nursery employs 16 members of staff. All of these hold appropriate early years qualifications and one is working towards a further qualification. The setting receives support from the Bournemouth Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled at the nursery, on arrival they and their families receive a very warm welcome from staff. A wide range of information is collected from parents regarding children's care routines and needs. Good systems are in place to ensure children with learning difficulties and/or disabilities and for whom English as an additional language are fully included within the setting. There are highly effective systems in place to evaluate the setting and include clear identification of the strengths and areas for continuous improvement, all of which helps to promote positive outcomes for children.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- Ensure that Ofsted are promptly notified of significant events. 13/01/2010

To further improve the early years provision the registered person should:

- develop systems to ensure fair use of the computer
- improve the serving of snacks to reduce cross infection
- monitor the deployment of staff and organisation of resources in the pre-school room.

## **The effectiveness of leadership and management of the early years provision**

The strong leadership and management is a significant strength of the nursery, with the owner and supervisor working extremely hard at establishing and maintaining high standards of care and education. The nursery have recently lost several members of staff due to maternity leave. This has had an impact on the previously well established team as they adjust to the changes. This includes altering the deployment of existing staff to enable them to support new staff as they become familiar and confident with their roles. On most occasions this works well, however, at times parts of the pre-school area are not sufficiently resourced and newer staff do not fully monitor children's play, consequently causing them to become restless.

Staff complete appropriate safeguarding training and are fully aware of their roles and responsibilities in protecting children. Robust systems are in place for the recruitment, vetting and induction of all staff, protecting children's welfare and safety. Risk assessments are in place and cover all areas of the nursery, enabling children to move around freely and safely. The use of gates deny children's access to stairs and the property is kept secure. Children are cared for in one of four rooms, depending on their age. All children have regular use of the well equipped garden where they benefit from fresh air and physical exercise. The nursery are nearing the completion of the construction of a large conservatory at the rear of the property. The new area is being built to enhance the environment and to create additional play space. The conservatory has direct access to the garden, consequently allowing free-flow between the indoor and outdoor areas. Staff have completed thorough risk assessments for the build, ensuring that children's safety is not compromised. However, staff failed to notify Ofsted in a timely and appropriate manner. Clear policies and procedures are in place, these are regularly updated and shared with all staff and parents. All required records for the safe and efficient management of the setting are in place and very well maintained.

Good systems are in place to monitor and evaluate the settings strengths and areas for improvement. Staff work closely with the local authority advisors and parents to develop the already good service. Plans for the future are well targeted and bring about further improvement to the provision and promote outcomes for all children. Positive relationships have been established with parent's to ensure continuity in children's care. A wide range of information is available to parents regarding the provision provided and their child's learning and development progress. For example, newsletters are regularly given to parents and daily discussions and information sheets keep parents informed about their child's day. Effective links with other professionals are in place to meet the individual needs of all children. Children with learning difficulties/disabilities are very well supported and staff liaise closely with relevant professionals to ensure positive outcomes for all children. For example, ceiling drapes, curtains and a variety of soft furnishings are used to lower reverberation sounds and enhance hearing. One to one workers are available to benefit children that require additional support. Staff have established effective systems to support children that speak English as an additional language. For example, visual cards, books and talking pens are used to

support communication. Parents are invited in to read stories in their home languages and to share their traditions and culture. A language consultant visits the nursery regularly to further support all children's language.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage (EYFS) learning and development requirements and use this knowledge to provide an interesting learning environment. Children are eager to be active in their learning and they experience a good balance of adult led and child initiated activities. Good systems in place to observe and assess children's learning and next steps are clearly identified to ensure children receive a challenging and rewarding learning experience.

Throughout the nursery children are making very good progress in their physical development. They are effectively supported by staff who have clear understanding of each child's stage of development. For example, staff gently coax babies mobility by placing resources out of their reach, support newly mobile babies by holding their hands and providing them with walkers. Toddlers gain confidence on their feet as they steady themselves at the bar on the wall, able to see themselves in the mirrored wall. Older children show good controls of their bodies as they climb, slide and run in the garden. The area is well used regardless of weather conditions and children ably manage their self care skills as they put on coats and wellington boots as they prepare to go outside. When a child sees their friend is struggling to dress they say, 'I will help you', the child smiles and says, 'Thank you'. Children are confident communicators using speech to express their needs and thoughts. For example, when a child finishes their painting another child says, 'Did you do that all by yourself, well done.' Children listen intently at story times. They sit comfortably in the cushioned area and listen as staff read, 'The trouble with Dad' story. Children point to pictures and talk about what they see.

From an early age children are introduced to activities that support their abilities to problem solve. For example, staff use stacking cups and place in order of size to develop toddlers awareness of size and shape. The bead frame is also used effectively to teach young children about number, colour and size. As children use these resources they develop good hand eye co-ordination and concentration. Older children use maths programmes on the computer and begin to calculate simple addition and subtraction as they remove and add apples to the basket. The children show good control of the mouse as they move it to activate the arrow on the monitor. The computer is a popular activity, however, some children have to wait for long periods before accessing the resource as there are no systems to monitor it's use regarding times. Children enjoy planned activities that teach them about changes to state, for example, adding water to corn flour to create gloop and exploring the changes in jelly as it sets and melts. They have great fun during snowy conditions where they enjoy spontaneous exploration of the snow and ice.

Children's health and well-being is promoted. For example, staff encourage children to understand the importance of good personal hygiene routines such as

hand washing. Children benefit from freshly prepared meals that are delivered to the nursery. These take into account specific dietary requirements and are pureed or mashed for babies and toddlers. Staff prepare fresh fruit at snack time and children enjoy eating sliced bananas and apples, talking about foods that are good and bad for their bodies. However, staff have not fully considered children's health as they use their hands to select fruit from a communal bowl, touching several pieces before they make their choice. Children are learning of ways to keep themselves safe as incidents occur. For example, when a two-year-old stands on a chair the member of staff, says, 'Get down please, I don't want you to fall, you could hurt yourself'. The child immediately responds and gets down from the chair. Babies are helped to feel happy and secure due to the actions of sensitive staff. For example, when the inspector enters the room, a 14-month-old becomes anxious and starts to cry. A member of staff immediately picks up the child and holds them close saying, 'Don't worry, I'm here.' This reassures and immediately settles the child. Children take part in regular fire drills developing their awareness of safe practices.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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