

Inspection of Kiddie Capers, Cuckfield

MSDC Sports Pavilion, Whitemans Green, Cuckfield, West Sussex RH17 5HX

Inspection date: 11 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting and happily wave goodbye to their parents. Friendly staff are available to greet the children as they arrive. They provide gentle encouragement to the children that require support with separating from their parents. Children find their name and put their belongings on their peg. This helps children to feel a sense of belonging. Children eagerly choose an activity to play with alongside their friends. For example, they explore a sensory tray with autumn leaves, sticks and farm animals. Children are curious about the world around them. They show an interest in insects and talk about the things that they find in the garden.

Children confidently stand up in front of their friends to share stories about their home lives. They proudly talk about their siblings and recent experiences. Staff ask appropriate questions to encourage further conversations. Children's behaviour is good. They play cooperatively with their peers and help to tidy up the environment. Children show high levels of engagement in the learning experiences available to them. They work together to make sparkly play dough before using it to create planets. They use their fine motor skills and concentrate intently as they roll, twist and squeeze the dough.

What does the early years setting do well and what does it need to do better?

- The manager has a clear vision for how she wants to continue to develop and improve the setting. She places the children's views and wishes at the forefront of all she does and is a passionate and committed leader. Staff welcome the changes she has already made and report that they feel well supported within their role.
- Children enjoy working with adults in small groups and on an individual basis. They enjoy time spent in the sensory room, listening to adults sing and exploring a range of stimulating objects. Staff calmly read stories to children about different feelings. This helps to promote children's communication and language as they repeat back key words, such as 'happy' and 'sad'. It also helps to develop their understanding of language linked to emotion.
- Parents speak highly of the setting. They enjoy the regular updates that they receive about their child's progress through the online system. Staff value the partnerships they have created with parents. They encourage parents to share photos of things the children have been doing outside the setting. Staff include parents in children's learning. For example, they ask children to bring in an object from home related to the letter of the week.
- The manager focuses her curriculum on supporting children's personal, social and emotional development and communication and language. Staff plan activities for children based on their next steps. However, staff do not

consistently extend children's thinking and challenge their learning through their interactions.

- Children form close relationships with the familiar adults. Staff are warm and nurturing. They are respectful to children and aware of their individual care needs. For example, they ask for children's consent before carrying out care practices, such as nappy changes. Staff ensure that children wash their hands before mealtimes and have access to drinking water at all times.
- The manager and staff work well with external agencies to seek support for children with special educational needs and/or disabilities. They take on board the feedback given and try out the recommended strategies. This helps to support all children make good progress. When children are in receipt of additional funding, the key person identifies the most effective ways that funding can be spent.
- The manager has made changes to the daily routine to incorporate further learning opportunities and to help prepare children for the next stage of their education. This includes the introduction of group times. However, at times, group activities last for an extended amount of time and some children struggle to maintain focus. This leads to the learning not being as enriching as other times during the day, particularly for younger children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding. They know the signs that may indicate a child is at risk of harm. They are confident to follow the procedure to share any concerns, both internally and externally, should the need arise. Staff ensure that the nursery premises are safe and secure. This ensures a suitable environment for the care of children. Staff have a good understanding of safeguarding issues, such as county lines and female genital mutilation. The managers have robust recruitment procedures in place and monitor the ongoing suitability of their staff team.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of the curriculum in order to enhance their interactions so that they challenge children's learning and deepen their understanding of what they already know
- review the organisation of group times to fully support children's focus and engagement.

Setting details

Unique reference number	2597772
Local authority	West Sussex
Inspection number	10251456
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	22
Number of children on roll	38
Name of registered person	Kiddie Capers Childcare Ltd
Registered person unique reference number	2542503
Telephone number	01444831734
Date of previous inspection	Not applicable

Information about this early years setting

Kiddie Capers Cuckfield was registered in 2020. It is situated in Cuckfield, West Sussex. It is open from 6.30am to 7pm, Monday to Friday, all year round. The nursery employs nine members of staff who work directly with the children, seven of whom hold appropriate childcare qualifications at level two and above. The setting provides funded early education to two-, three- and four-year-olds.

Information about this inspection

Inspector

Jade Orosz

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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