

Inspection of Kiddie Capers, Hurstpierpoint

Court Buses Community Hub, Willow Way, Hurstpierpoint, Hassocks, Sussex BN6 9TH

Inspection date: 25 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 | Requires improvement |

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome as soon as they arrive and settle quickly to chosen activities. Children with a delay in their language development are well supported. For example, they use picture cards and display these on the 'My choices' board to communicate what they want to do. This empowers children to make decisions about their own learning and enables them to express their views.

Children behave well and show curiosity when they participate in activities, such as making fruit kebabs. They are keen to explore and taste the different varieties of fruit. Children demonstrate high levels of concentration as they practise hand-to-eye coordination skills as they thread fruit onto their wooden sticks.

Children have opportunities to learn about festivals that their friends and families celebrate. This supports them to gain a wider understanding about people and communities. For instance, they find out about Mehndi as part of Diwali celebrations and proceed to create their own patterns in coloured rice.

Children show good levels of independence. They wash their own hands, put on their coats to play outside, and use cutlery with great skill at mealtimes.

Babies have secure attachments with staff. They are exposed to high levels of language linked to their experiences. For example, babies are cuddled by staff as they share picture books and model language for them to hear. Babies receive positive praise when they babble and mimic sounds, while showing fascination as they look at the images in board books.

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

- The manager is supported by senior leaders to provide high-quality care and education to all children who attend. She is ambitious and passionate about getting to know children and families well. This helps her to understand what children need to learn. As a result, the manager works with staff to plan activities that offer a broad range of experiences for all children.
- The manager supports staff with regular supervision. She has a good awareness of the strengths and areas of development of the staff team and is providing relevant professional development to help staff extend their skills.
- Children enjoy exciting learning experiences that help to prepare them for the next stages in their learning. However, during some activities, such as those where children of different abilities participate, staff are not fully effective in providing appropriate levels of challenge to extend children's learning to the highest level.
- Children benefit from positive interactions from staff. However, on occasions,

staff ask children questions and then provide the answers if they do not respond swiftly. This limits their opportunities to think and respond with their own ideas.

- Children have positive relationships with their peers and demonstrate good levels of language to express their play ideas to others. They take turns and play cooperatively, sharing resources during imaginative play experiences. For instance, children work together to build a birthday cake and candles out of construction bricks. They excitedly proceed to blow out candles and break up the bricks to distribute them to friends. Children talk to each other about their play ideas and comment 'this cake is delicious, is it strawberry flavour?'. Children giggle and remain focused in this play for an extended period of time.
- Staff provide resources and set up role-play areas to work with children to teach them about oral health and different ways that they can look after their teeth. This is helping children to learn about how they can contribute towards their own health and well-being.
- Staff encourage children to take responsibility for caring for their play environments. Children demonstrate positive attitudes as they work together to actively help clear up and wipe tables after they have participated in messy activities.
- Staff work alongside parents and other professionals, where needed, to help all children reach their full potential. Staff seek advice and implement strategies to help children with special educational needs and/or disabilities, children who receive funding and those who speak English as an additional language. This contributes towards supporting children's communication skills.
- Leaders recognise the impact of the COVID-19 pandemic on children's communication and language development. They therefore ensure that children have a wide variety of activities to expose them to new language. For example, staff regularly sing with the children, linking songs to play experiences. They regularly read books that children choose. This is helping to broaden children's vocabulary and develop their interest in books.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of all aspects of child protection. They know the signs that may indicate that a child is at risk of harm and the process they must follow to report concerns. Leaders and staff are familiar with a variety of safeguarding issues, including county lines, online exploitation and domestic abuse. The designated safeguarding lead is secure in their role and understands the procedures to raise concerns to local safeguarding partners. All staff know to report concerns to the local authority designated officer if they are worried about the conduct of an adult working with children.

What does the setting need to do to improve?

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

- strengthen staff practice and ensure that activities offer appropriate levels of challenge to extend all children's learning more effectively
- provide children with more time to process their thinking and express their ideas during interactions with staff.

Setting details

| | |
|--|---|
| Unique reference number | 2542504 |
| Local authority | West Sussex |
| Inspection number | 10217545 |
| 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 5 |
| Total number of places | 30 |
| Number of children on roll | 38 |
| Name of registered person | Kiddie Capers Childcare Ltd |
| Registered person unique reference number | 2542503 |
| Telephone number | 07458301301 |
| Date of previous inspection | 23 November 2021 |

Information about this early years setting

Kiddie Capers, Hurstpierpoint registered in 2019. It operates from a community hub in Hurstpierpoint, Hassocks. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. The setting employs eight members of staff. Of these, four hold appropriate early years qualifications at level 2 and 3. The nursery offers early education funding to two-, three- and four-year-old children.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between children and staff and assessed the impact of teaching on children's learning.
- The manager completed a learning walk and joint observations with the inspector to explain the nursery's curriculum and assess the quality of teaching.
- Staff spoke to the inspector about their role, knowledge of their key children, training opportunities they have, and the procedures they follow to keep children safe.
- Parents were invited to share their views about the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022