

# Inspection of Kiddie Capers Nursery And Preschool

Scaynes Hill Social Club, Church Road, Scaynes Hill, Haywards Heath, Sussex RH17  
7NH

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Inspection date: 8 August 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly on arrival at the nursery and happily engage in a wide range of activities. They develop good relationships with their key person, who fully understands children's learning needs and styles. Staff use their knowledge in their interactions with children, building on what children need to learn next. For example, when children played with the chalks, the key person engaged them in conversations about the differing colours.

All children develop a love of outdoor play and relish exploring the wide variety of messy play. For example, they explored a tray with mud, mushy peas and breakfast cereals all set out as a farm. Children observed what happened to the cereal when they added water and how things felt to touch. Staff successfully pick up on non-verbal cues from babies. For example, they identify when they would like to explore the areas in the garden and ask if they would like to do so. Babies show great delight as they watch the bubbles floating away. They learn to blow through the holes in the wand and manage to blow the bubbles. This supports children's facial muscles in readiness for forming sounds and words. Staff animatedly praise and encourage the babies, increasing their confidence and emotional well-being.

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

- The manager understands what children know and what they need to learn next. She supports her staff to use a mix of planned activities that they base upon children's interests, and those that children choose themselves. This means that, overall, the curriculum engages children and ignites their imaginations as it captures their interest.
- The manager ensures that the curriculum for children with special educational needs and/or disabilities is ambitious. She seeks support from other professionals promptly. This helps to ensure that all children make the progress that they are capable of.
- Children thoroughly enjoy the role play opportunities that stem from their current interests and experiences. For example, they readily made and sold ice creams from their parlour. Children made the balls of ice-cream from play dough and used coloured rice as sprinkles. These were resources from other activities, and they used their imaginations to extend their learning.
- Children take part in many creative activities. However, sometimes, staff overly direct the activities they plan. This means that children do not always have the freedom to be expressive and they occasionally lose interest in the activity.
- Staff use additional funding successfully to build on and strengthen children's development. For example, they purchase resources that are pertinent to each child's learning needs, such as those for literacy.

- Babies and children show great levels of concentration and persist at their chosen play for long periods. They dig for the dinosaur bones hidden in the sand pit and use their physical skills to use tools to move the sand.
- Children receive good levels of support from staff to help them work together and take turns. Staff give children clear explanations as to the consequences of their actions. This enhances their awareness of managing their emotions and of gaining a secure understanding of tolerance and mutual respect.
- Children develop a keen interest in books and stories. However, staff do not consistently use the correct pronunciation of the sounds of letters as they add extra sounds. This does not aid in children learning how to blend sounds together as they learn to read.
- Partnerships with parents are good and parents talked positively about the staffing team. For example, they comment that staff provide the 'highest quality care' and they have 'gone above and beyond' to make sure that their child is 'included, supported, safe and happy'. Staff canvas parents' views and implement well-targeted improvements. For example, parents compliment staff for their communication and daily written and verbal feedback.
- Staff receive effective support in their roles. They have good opportunities to extend their knowledge and professionalism. They also comment highly of the support from other staff and leaders. The leadership team incentivises the staff effectively, for example through rewards systems and access to counselling services. Leaders also work with staff to support their well-being, for example by reducing and/or amending working hours and patterns.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of child protection and their role and responsibilities in safeguarding. For example, they have a good knowledge of differing cultural practice and managing allegations about staff. There are clear processes for staff to follow to make a referral if they have a child protection concern. They understand how to report issues to the designated safeguarding lead and also how to make a referral themselves. Staff undertake daily risk assessments and are readily aware of hazards that present themselves in the day. They also make sure that children access drinking water in the hot weather and that they have appropriate protection from the sun.

## **What does the setting need to do to improve?**

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

- strengthen planned activities to ensure they are not overly adult directed
- build on staff's knowledge of consistency in using the correct pronunciation of letters and their sounds.

## Setting details

<b>Unique reference number</b>	2578926
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10239452
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Kiddie Capers Childcare Ltd
<b>Registered person unique reference number</b>	2542503
<b>Telephone number</b>	01444 831734
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kiddie Capers Nursery And Preschool registered in 2020 and operates from Scaynes Hill Social Club in Scaynes Hill, West Sussex. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. It receives funding for free early education for children aged two, three and four years. The nursery employs 12 members of staff, seven of whom hold an appropriate qualification.

## Information about this inspection

### Inspector

Helen Penticost

### 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 the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.

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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