

# Nipperbout @ The Hilton Metropole

Inspection report for early years provision

---

**Unique reference number**

EY427337

**Inspection date**

19/05/2011

**Inspector**

Lisa Toole

**Setting address**

Hilton Brighton Metropole, 106-121 Kings Road,  
BRIGHTON, BN1 2FU

**Telephone number**

01273 775432

**Email**

info@nipperbout.com

**Type of setting**

Childcare on non-domestic premises

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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)

© Crown copyright 2011

## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Nipperbout is a mobile creche company, which provides on-site childcare facilities at a range of venues throughout the country. At the Hilton Brighton Metropole Hotel, Nipperbout provides a creche for particular events and registered in 2011.

The number of children on roll varies each time the creche operates as it is solely for delegates attending the conference centre. The group is registered to care for no more than 60 children under eight years. Older children also attend and share the same facilities as the younger ones. The creche is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

It makes provision for children who speak English as an additional language and those who have special educational needs and/or disabilities. The majority of staff who work with the children have a relevant qualification. Staff take children on daily outings.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy an enabling environment where they have fun and participate in a range of activities. They are well supported with their development towards the early learning goals of the Early Years Foundation Stage. Children are encouraged to make healthy choices about food and drink; this is an area for further consideration to encourage some children to eat and drink more regularly. There is good partnership working between the group and parents, as well as a positive commitment to promoting inclusion for all, to help children learn about equality and diversity. Regular evaluation takes place and the group is driving its continuous improvement through discussion, seeking the views of its users and considering ways to develop even further.

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

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

- consider ways to enhance children's consumption of snacks and drinking water to support a healthy diet.

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

The safety and welfare of the children is a high priority for the staff. Their good supervision and secure understanding of their roles and responsibilities contribute to safeguarding every child. Their thorough day-to-day record keeping, policies

and procedures and use of risk assessment mean that children are able to play in a safe and secure environment. Staff understand the procedures to follow if concerned that a child may be at risk of abuse and are fully aware of the possible signs and symptoms that may indicate this. Recruitment, vetting and induction procedures are appropriately robust, meaning that only suitable adults work with the children. Each child is allocated a key person to oversee their welfare and monitor their learning and development. The success of this is reflected in how happy the children are.

The staff work well together as a team, regularly evaluating their practice at the end of the day to help plan further activities and experiences for the children. They also feedback to the group's head office about how the creche has gone and what their priorities for improvement are. Overall, they show a keen ambition to provide the best possible care for every child, through continuous evaluation and improvement. They organise the physical environment to create a lovely child-friendly play space, where children's art work and creative efforts adorn the walls and equality and diversity is positively reflected. Children are able to choose freely from a good range of resources and they use these and the different play rooms well.

The partnerships with parents and in the wider context are good. Discussion with parents highlights how happy they are with the creche and the care their children receive. They comment how the staff work hard to quickly build a good rapport with them and provide them with good feedback about their children's day. Their views and those of the children are routinely sought to help contribute to the group's further improvement and identify any concerns or worries they may have. Their policies and procedures are easily accessible to parents and provide clear information for example, about how to make a complaint, their duty of care and how the children are safeguarded.

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

The differing needs and interests of the children are given due consideration by staff to help ensure they are appropriately supported and that equality is promoted. For example, parents are asked to provide basic words of any language the child may speak, apart from English to aid communication and inclusion. Children quickly build positive relationships with their peers and adults, resulting in a warm, harmonious and child-friendly environment. Each child's developmental needs are discussed with parents at the start and activities planned to offer them challenge, plenty of fun and extend their overall learning and development across all six areas of learning. Observation and assessment are broadly used to plan further activities to extend their experiences and build their skills. For example, one child delights in dancing to music, moving his body very creatively and rhythmically for a young child; this is noted so that further music and movement activities can be planned for. The parents are also kept informed about what the staff have been observing as part of their collaborative working. Children go on daily outings around the city, visiting local parks; the beach and a sea life centre

which helps them learn more about the world around them. Experiences such as the weekly show and role play with cartoon superhero characters provides the children with opportunities to act out their ideas and express themselves creatively. Their show also builds children's confidence and self-esteem as they are encouraged to speak in front of others. Key skills for the future regarding technology, literacy and numeracy are well supported through the daily activities and access to a good range of play resources.

Children's physical health is supported to a good standard. They have daily opportunities for fresh air and exercise, as well as using the indoor physical play equipment, such as the ball pool, basketball net and slide. One member of staff creates an obstacle course which encourages the children to balance, climb, crawl and throw; these help them gain physical strength and learn about risk taking. The children learn and practice good hygiene procedures to reduce risks of cross infection, such as by using tissues to clean their nose and by washing hands before eating or after using the toilet. Drinking water is continuously accessible to the children but is not always fully used so that they don't get thirsty. At snack times children sit together on the floor, choosing fruit from a tray, but not all children choose to eat anything. This has an impact on their healthy lifestyles and is an area for the group to consider further, in order for children to learn more about making healthy choices. Lunchtimes are sociable occasions when everyone sits together to eat. Most children are well behaved and use good table manners, helping them learn about making a positive contribution. Children show a good understanding of keeping safe and help draw up the group's ground rules at the start of the week. All of the children are treated with respect, given plenty of praise and encouragement to foster their self-esteem and sense of belonging in the group.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met