

# Nipperbout At The Brighton Centre

Inspection report for early years provision

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**Unique reference number** EY442053  
**Inspection date** 23/04/2012  
**Inspector** Susan McCourt

**Setting address** The Brighton Centre, Kings Road, BRIGHTON, BN1 2GR

**Telephone number** 01273290131

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**Type of setting** Childcare - Non-Domestic

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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).

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.

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## Description of the setting

Nipperbout At The Brighton Centre was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by Nipperbout Limited, a childcare provider who specialises in crèche facilities for national events and conferences. The Brighton Centre is located on the seafront in the city of Brighton and Hove. The crèche operates from a designated room in the Brighton Centre, with access to toilets and catering facilities.

Nipperbout at Brighton Centre runs crèches for a variety of national conferences and large events held at the Brighton Centre. Opening times vary according to the conference organised. It is registered to care for 50 children in the early years age range, and can also care for children aged up to 16. At the time of inspection there were four children on roll, three of whom are in the early years age range. The company employs a number of team leaders and childcare staff who have relevant qualifications. At this inspection there were three staff, all of whom had a level 3 qualification. Staffing arrangements vary according to the number and ages of children booked in the crèche.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The crèche meets children's needs very well. The exceptionally strong organisational skills in leadership and management mean that staff have everything they require for the smooth running of the crèche. Staff have exemplary skills in building effective relationships with children, and the learning environment overall is conducive to children's enjoying and achieving. Highly effective evaluation is woven in at every stage of the crèche's work, which gives them an outstanding capacity for continuous improvement.

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

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

- provide information on the range of available toys and equipment so that children can make choices and increase independent play.

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

Safeguarding is exemplary. All staff are checked as to their suitability and they have an excellent working knowledge of the policies and procedures. All staff receive a thorough induction and know how to report and record any concerns they have about a child's welfare. These processes are clearly explained to

parents. The crèche has sole use of its designated rooms but it is located in a public facility. The staff, therefore, impose strong boundaries about who can access their area. For example, the entrance is always locked and staff are vigilant to check anyone who approaches. Risk assessments are exceptionally well organised and staff follow the detailed procedures to minimise any hazards to children. All documentation is rigorously maintained. This means that all essential information about a child is recorded which underpins children's well-being. Leaders and managers set an exceptionally high standard for the crèche service and deal with complex issues in a practical and highly effective manner. They recruit a high-calibre workforce and set high expectations. Evaluation is embedded at all levels of the provision. Staff reflect on their practice and performance every day to make continuous and immediate improvements in outcomes for children. They gather the views of parents and children and collate the feedback so that they can make considered, collaborative changes. Leaders and managers take an innovative and imaginative approach to addressing issues and make well-targeted improvements as a result.

Resources are well-managed and organised. Toys and equipment are of good quality and support children's learning well. As each crèche has to use equipment which is easily transported and adaptable, a lot of resources are stored in portable drawer-sets and boxes which are mainly for staff to access. This means that when children attend for time limited periods, they are not familiar with what can be available to them, which reduces their ability to self-select. Staff are good role models and skilled at facilitating children's play, which enhances children's enjoyment. The staff have an exceptionally well-organised response, tailored to meet the additional needs of any child who attends. For example, they will employ one-to-one support and research any identified diagnosis prior to the child starting. This enables staff to provide excellent care immediately. Staff are consistently aware of children's home languages and cultures, using a range of strategies such as picture cards for example, to support children's communication wherever necessary. Staff are aware of the factors that lead to achievement gaps and work closely with parents to ensure they are well informed about how to meet children's needs. For example, they ask for details about strategies the parents use, and how staff might recognise the early warning signs of any upset or distress. Staff give written and verbal feedback about the child's day and their achievements. Details are kept on record so that if the same child is booked in for the next annual conference, the same key person can be deployed. As children attend from different parts of the country, crèche staff are unable to consult with other day care settings about children's progress. They do, however, provide parents with feedback that can be passed on to the daycare setting. This suitably promotes consistent care.

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

Staff have a strong understanding of the Early Years Foundation Stage and are knowledgeable about how children learn and develop. The learning environment is inviting and provides plenty of activities for children to explore. Staff study

registration forms to ascertain children's interests and also refer back to any developmental records from children's previous attendance. Children are able to set their own challenges and ideas within the adult-led plans. For example, children are invited to create a costume for an Olympic athlete and are also supported to create flags. As staff get to know children, they plan activities to best suit their interests and dispositions. Staff are very skilled at doing this extremely quickly, so children's play is well facilitated and they greatly enjoy their time in the crèche.

Children feel exceptionally safe in the crèche. Staff strike an exemplary balance in engaging children in play and allowing them time to feel secure. Children wear the same colour waistcoat as their key person which quickly fosters a strong sense of belonging. These waistcoats also have reflective strips and can be worn on outings as safety clothing. Children take part in a group circle time at the start of the crèche to establish ground rules for safe and sociable play. As children help set the rules, they also develop a sense of ownership which increases their confidence and self-esteem. Children enjoy good opportunities to have a healthy lifestyle in the crèche. Meals and snacks include lots of fruit and vegetables and children can choose from a menu which caters for all dietary needs. Children learn good hygiene habits from well-established routines which minimises the risk of cross-infection. Children benefit from a wide variety of physical play such as interesting assault-type courses which involves crawling, jumping, climbing and throwing. This means that they can practise a range of physical skills. Children also go on outings to local amenities and play in the fresh air regularly.

Children have great fun as they play and staff are skilled at exploiting the learning opportunities within activities. For example, children playing on the assault course count the number of times they catch a bean bag, and use mathematical language to describe how far they can run. They enjoy learning new skills when problem-solving, such as when they arrange dominos in a line and set the optimum space for the trail to knock itself over. Children see lots of print in the environment and enjoy looking at books and listening to stories. They are confident to speak in small groups and share their ideas. Children become fascinated in sensory play, and use foam to make marks, create shapes and clap to see it make snow. They use interesting words to describe how it feels and laugh through sheer enjoyment. Children enjoy the range of computer and console games which develops educational skills, and also operate other technological toys. Children cooperate and take turns as they play, quickly developing friendships with the other children they meet. They are curious to explore the setting and confident to ask if there is anything they need. Children enjoy developing new skills and show great pride in their achievements. This is facilitated by staff who give certificates for children who have been particularly helpful, or achieved a personal best at something. Overall, this gives children strong skills for the future.

## 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	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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## **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