

Nipperbout @ The Hilton Metropole

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

Inspection date	21/05/2014
Previous inspection date	19/05/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Families are warmly welcomed and included at the creche which promotes a sense of well-being and security for both children and parents.
- Staff form excellent relationships with their key children and this results in children being very confident and enthusiastic to play. They make excellent progress from their starting points.
- Provision for babies is very well developed. A cosy and appropriately-resourced environment, with stimulating activities, encourages babies to play and learn.
- Staff provide an extremely strong and consistent approach to developing children's communication and language skills, using books in multiple languages and story-telling resources to stretch children's imaginations and vocabulary.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with the manager and deputy manager. The manager was invited to undertake a joint observation.
- The inspector viewed a selection of planning and policy documents.
- The inspector held discussions with parents.
- The inspector took in to account the views of children.
- The inspector observed activities in each play room.

Inspector

Rachel Southern

Full report

Information about 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. 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.

What the setting needs to do to improve further

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

- extend the range of technology resources for younger children to develop further their understanding of the world.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The provision of the creche is excellent. Educational programmes have depth and breadth across the seven areas of learning. Staff provide varied, interesting and challenging activities which meet the needs of all children. For example, staff have created areas for particular group activities such as a large 'four-in-a-row game' for group games, or quiet areas for reading alone. The creche has displays which reflect the areas of learning, and these are placed near to themed activity tables or areas. As a result, children select from a wide variety of activities during their time at the creche.

Staff at the creche have a very secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. The quality of teaching is outstanding. Key staff have high expectations of children and provide a high level of encouragement and feedback for children. Staff use phrases such as 'go on, you can do it!' and 'let's all cheer for a job well done', increasing children's confidence. Staff talk to children at their height, using each child's name, and allow time to listen to children's views and opinions. As a result, children are encouraged and feel comfortable to air their opinions and preferences.

Staff demonstrate that all children, including those with special educational needs and/or disabilities, and those learning English as an additional language, make strong progress

given their starting points. Staff gain information from parents, provide one-to-one support and adapt their activity plans to meet individual children's needs. As a result, children are interested, active and keen learners.

Children are supported excellently in the acquisition of communication and language skills. Staff provide plenty of opportunities for positive interactions to develop children's vocabulary. For example, during the morning, the youngest children sing together, which helps to develop their rhyming and sentence development. Staff focus their attention on rhyming words, emphasising letter sounds and rhythm. Older children play circle games, whispering words to their neighbour. This reflects the staff's considerations for children's language development in their activity planning. As a result, children's progress in language and communication develops rapidly.

The opportunities for children's physical development are engaging and stimulating. Throughout the day, adult-led activities incorporate an element of movement and physical activity. For example, younger children were encouraged to crawl through a tunnel to be the rabbit in their Alice in Wonderland play rehearsal. Others ran away singing 'I'm late, I'm late, I'm late!' This helped children to practise their physical coordination and balancing skills. Children also have daily trips out to local parks and places of interest so they have access to fresh air and exercise.

Children have access to plenty of role-play activities, including a play kitchen with food and utensils. They have a well-stocked dressing-up area with clothes reflecting different cultures, communities and job roles. In each room, there is a soft quiet area for children to have a quiet time if they choose. Older children are encouraged to play group games, providing them with opportunities to develop team work and collaborate with their friends. As a result, children's social and emotional skills are developing extremely well.

All children are working comfortably within the typical range of development expected for their age, taking account of any whose starting points are higher or any who have special educational needs and/or disabilities. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently over a sustained period and the gap is closing. Children's progress in the prime areas of learning ensures that they have the key skills needed for the next steps in their learning.

The key-person system effectively supports engagement with all parents. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. A display at the front door shows pictures of staff and lists allocated key children. This provides a clear key-person system for families using the creche. Parents are encouraged to support and share information about their children's learning and development at home. The key-person system ensures all staff use effective, targeted strategies and interventions to support learning that matches children's individual needs.

The contribution of the early years provision to the well-being of children

Children play in a stimulating, well-resourced and welcoming environment, which supports their all-round development and emotional well-being. Staff provide a full range of experiences that develop children's independence and cooperation, although there are slightly fewer technology resources for younger children to choose from.

A well-established key-person system helps children form secure attachments and promotes their well-being and independence. For example, individual staff are sensitive to the needs of individual children and babies, particularly those who may be tired from travelling or need some quiet time. Key staff spend quality time with their key children talking to them about their lives and interests. As a result, children are comfortable in their interactions and play well, responding to requests or encouragement from key staff.

Staff are strong role models. They are expert at helping children to develop good behaviour and independence. For example, when the babies enter the older children's room, staff remind older children about playing carefully around those who are younger. Ground rules are displayed on the doors and these are placed at child height and adapted to meet the specific age groups and ideas of children. Before snack time, children take turns to wash their hands, being careful not to splash each other or frighten the younger children. This reflects the excellent behaviour skills they are developing.

Staff are fully aware of, and sensitive to, potential and actual harm to children. They are able to demonstrate that they have thought through how they would deal with safeguarding issues and take appropriate action to protect and support the children in their care. Children's behaviour very clearly shows that they feel safe in the setting and able to share concerns with their key person. Staff help children to learn to be independent and encourage them to manage their own personal needs. Children are very competent at managing their personal needs relative to their ages.

Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet and gain an understanding of the need for physical exercise. At snack time, children select from a large plate of healthy foods such as different fruits, bread sticks and rice cakes. Children are offered water to drink. At lunchtimes, staff take the children downstairs to a pre-set dining room. Staff and children sit at a large table together and staff serve them with water, orange or apple juice. This is particularly beneficial for babies, who sit together at table height and watch older children behaving appropriately and socialising.

Children are emotionally well prepared for the next stage in their learning because staff provide excellent support to prepare them for their moves, both within the creche and to other settings and school. For example, staff follow a daily routine that children might experience in a nursery or school setting, such as a group activity in the morning or everyone gathered together like a school assembly. Key staff support children's moves between the creche and nursery or school well and, as a result, these changes are made easier for both children and parents.

The effectiveness of the leadership and management of the early years

provision

Staff provide a varied educational programme to ensure a broad range of experiences help children make strong progress. This is a result of the staff's exceptionally secure understanding of the areas of learning, how children learn and accurate monitoring of children's progress. An example of this can be seen within the planning, observation and daily update documentation kept within the creche office. These documents help staff to monitor the day's progress and allow adaptations to meet individual children's interests and learning needs. As a result, children with identified needs are targeted and their progress rigorously monitored so that appropriate interventions are sought and gaps in achievement are closing.

The day's planning documents are displayed in every room according to age group. Staff are encouraged to add to these throughout the day if they have ideas to contribute to activities or themes. These reflect appropriate adaptation to activities to meet children's needs or parents' requests. As a result, children's learning progress is tracked well by staff and planned for accordingly.

The safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage are understood by leaders and managers and are fully met. Recruitment, supervision and training have a strong focus on safeguarding and child protection, and policies and procedures are implemented consistently. Safeguarding and child protection practice is reviewed regularly, clearly evaluated and informs the provider's plans for improvement. For example, managers have made a bullet-pointed, laminated guide about safeguarding practice, so that staff can easily refresh their understanding. As a result, staff have a high understanding of their responsibilities.

Planned actions to overcome weaknesses have been concerted and effective. The drive for improvement is demonstrated by a clear and successful improvement plan that supports children's achievements over time. Strengths and weaknesses are effectively identified by managers through thorough and accurate self-evaluation, which takes into account the views of staff, children and their parents, and careful monitoring, analysis and self-challenge. For example, managerial staff gain children's opinions through a 'Children's Creche Feedback Form' with sections for ideas and improvement. This is an excellent tool for children and allows staff to gain valuable and honest feedback. As a result, relationships between children and staff are excellent and activities clearly reflect their needs and interests.

An effective programme of training for professional development helps staff to improve their knowledge, understanding and practice. There are effective systems for performance management; staff are monitored and underperformance is tackled swiftly. Management and accountability arrangements are understood and applied well.

Partnerships with external agencies and other providers are strong. The creche has an excellent level of contact with relevant schools to provide them with information about children's progress. Creche staff have regular contact with the local community in which they are based, such as a local museum or activity centres for children. This provides

children and families with useful links to the local community.

Partnerships with parents are well established and make a strong contribution to meeting children's needs. Parents speak highly of staff and the communication they receive. Appropriate interventions are secured so that children receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY427337
Local authority	Brighton & Hove
Inspection number	823319
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	31
Number of children on roll	7
Name of provider	Nipperbout Limited
Date of previous inspection	19/05/2011
Telephone number	01273 775432

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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