

Kids Capers Day Nursery

The Pavilion, Loppets Road, Crawley, RH10 5DP

Inspection date	21/08/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled due to the good relationship they have with their key person.
- The environment is welcoming and well-resourced which allows children to independently make choices during their play.
- Staff have a good relationship with parents and share information effectively which supports children's learning and development.
- The staff work well together and have a good knowledge of children's interests and routines. This ensures that children's needs are met and they make good progress in their learning.

It is not yet outstanding because

- Staff sometimes miss opportunities to encourage children to talk during art activities about what they are creating and what their creations represent.
- At times, staff are not effectively deployed in the outdoor area which means not all children's needs and interests can be catered for.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed the nursery's policies and procedures, including the safeguarding, and health and safety policies.
- The inspector observed the staff and children both indoors and outdoors.
- The inspector spoke with parents and gained feedback on the nursery.
- The inspector invited the manager to take part in a joint observation.
- The inspector viewed some of the children's development records and spoke to some staff.

Inspector

Hannah Barter

Full report

Information about the setting

Kids Capers Nursery Ltd. re-registered in 2014. It operates from two rooms in a single-storey building in Crawley, West Sussex. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children share access to an outdoor play area. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for the provision of free education for children aged two, three and four years. The nursery employs 11 staff; all of whom are qualified with appropriate childcare qualifications. They also employ a chef who works full-time. The provider holds a BA degree and Early Years Professional Status and the manager has a Foundation degree in Early Childhood Studies, all other staff hold a minimum of a level 2 qualification.

What the setting needs to do to improve further

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

- improve staff's interaction with children during art activities to encourage them to talk about their creations and what they represent

- review staff deployment when in the outdoor area to meet the needs and interests of all children.

Inspection judgements

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

Staff have a good knowledge and understanding of how to promote the areas of learning and development. Key persons work closely with parents to gain information about children's starting points and use 'All About Me' forms to do this. The key persons are confident in their children's routines, interests and what their next steps in learning are. Although there is an effective key person system in place, children have a good relationship with all staff and regularly seek them out during play. Staff track children's development effectively. Observations are carried out often and linked to the areas of learning to assess children's levels of development. In addition to these observations, progress reviews are written every three months. These detail the progression children have made towards their planned next steps and further targets are created. Children's development is tracked on a chart and because staff use different colours each time it is clear to see that all children are making steady progress. For those children that have a slight delay in certain areas, such as communication and language, staff have confidently planned individual activities to promote these areas to ensure that progress is still being

made. When children are between the ages of two and three, staff carry out the required progress check. This includes detail on children's personal, social, emotional, physical, and communication and language development. Staff comment on their progress and their next steps within these areas. These are shared with parents who are invited to discuss the report and comment on it. This encourages parents to support children's learning at home.

In general, staff support children's emerging communication and language development effectively. During snack time with younger children, staff encouraged the children to say the words 'Pear' and 'Plum' and sounded out the letters which encouraged them to copy. Staff used simple questioning techniques such as 'Is it juicy?' This encouraged children to explore the fruit. Children played with a train track set up on the floor for them. Staff sat on the floor and engaged well with the children. They used simple language such as 'Choo choo' and 'Green train' which encouraged children to copy and develop their language. Older children communicate confidently with each other and with the staff. Staff effectively praise children's efforts and extend their learning. For example, children were making a train track and staff suggested ideas to children such as, 'Can you make it go round in a circle?' and 'Is it going round the corner?' This promoted children's critical thinking skills and developed their knowledge of positional language.

The staff provide a good amount of learning opportunities for children which allows them to explore and actively learn. For example, younger children enjoyed playing outside and explored the sand and water trays. They confidently filled and emptied containers and transferred sand into buckets. They also showed an interest in kicking the balls; staff kicked the balls to the children and encouraged them to kick it back. Children enjoyed running after the ball which supported their large muscle skills and physical development. For children who are not yet confident walkers, staff support them by holding their hands and practise their walking skills in the open space. Older children enjoyed playing in water and used jugs to pour water through funnels which they had connected to different containers. Staff added ducks to the water which are labelled with numbers from 1-10. Staff asked children to recognise the numbers and for those that cannot they asked them to count the dots to reach the correct number. This develops children's knowledge of number and is suitable for all children regardless of their level of development. Children enjoy using paints and a large easel to make marks. This develops children's early writing skills. However, at times, staff did not always seize the opportunity to talk to the children about their creations and what their marks represented, to enhance their creative skills further.

Children have access to a laptop. Children used these to find pictures of treasure maps which they copied to make a map to find their blackberries. Staff skilfully asked questions such as 'Where do blackberries come from?' and 'What do you think we will pass on our way?' This encourages children to think critically, use their imaginations and further develop their communication and language development. As children move through the nursery, it is clear to see that they are being given the opportunities to gain the skills needed for future learning and moving onto school.

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

Children are happy and settled whilst at the nursery. Younger children show delight when they see their key person and lift their arms up for cuddles. Older children include staff in their play and confidently seek them out if they need support. When children arrive, if they are a little unsettled, staff take the time to talk to the children and offer comfort and support. They sit and read stories until the children feel confident in independently exploring their environment. Staff looking after the younger children obtain detailed information on babies' routines before they start. This allows staff to meet children's daily routines which means they settle quickly. This effectively supports children's emotional well-being.

Children of all ages show good levels of independence as they move around their environment. The rooms are welcoming and toys and resources are stored at low levels and are labelled with pictures and words so children can independently select their chosen activity. Children's personal hygiene is promoted well. When children sneeze or blow their nose, staff remind them to wash their hands so they do not get germs on the toys. Children confidently wash their own hands and understand why they are doing so. Children benefit from a variety of cooked meals which are prepared on site by the nursery chef. The manager has attended a nutritional course and, together with the provider and chef, they have created a healthy and balanced menu for children to enjoy. Children are provided with areas for rest or sleep should they want to. There are two separate sleep rooms and a den area for older children to sit quietly and look at books should they wish.

Staff manage children's behaviour well. On the occasion that older children do not do what they are told, staff gently remind them of the consequences should they not do as they are told. Therefore, children know what is expected of them and behave appropriately. Staff promote healthy lifestyles to children and they enjoy lots of opportunities to play outside. The area is well resourced with different activities for children to access as well as bicycles and slides to promote children's physical development. However, sometimes staff are not deployed effectively in the outdoor space to ensure the interests of all children are met. For example, during the inspection some children were not able to play on the tricycles because staff were not positioned to supervise that area. This meant children were not able to follow their own interests to extend their own learning.

Children are supported during moves within the nursery. Key persons arrange visits to the older room and with guidance from the child and the parent, slowly increase the length of time they spend in their new room. The new key person is previously made aware of the children's routines and talks to the child's original key person about their development. Older children benefit from the good relationships that the nursery has with local schools. Teachers are given the opportunity to visit the nursery and visits are arranged for the children to attend the schools. These systems in place help children and parents emotionally prepare for their next steps in learning.

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

The management team and staff have a good understanding of the safeguarding and welfare requirements. There is a clear child protection policy in place, which along with training all staff receive, helps them to know how to keep children safe. Staff are confident in recording accidents and incidents and monitor these to ensure there are not any recurring patterns. The setting is risk assessed and staff carry out daily visual checks to ensure the environment and equipment is safe for children. Staff supervise children well and overall, they deploy themselves well in the available areas to the children. This further ensures children are kept safe. The robust recruitment system in place, which involves obtaining written references, carrying out appropriate checks and taking part in taster sessions, helps to ensure the employment of suitable staff. Staff complete an induction process and are mentored by a fellow member of staff. This ensures they are aware of their roles and responsibilities. The management team offer support through contact meetings, reviews and appraisals. Peer observation is also used and staff discuss their observations with a view to improving current practice.

The management team strives to improve. All of the staff hold a recognised childcare qualification and in addition to safeguarding and first aid training they also access training for their staff through the local council and other external agencies. This highlights the commitment the provider and manager hold to constantly improving their practice and the care that children receive. The staff understand how the learning and development requirements encourage and support children's progress. The key persons are confident in their roles and are aware that they are responsible for monitoring their children's learning records and communicating effectively with parents. These enable them to identify each child's learning and development needs and plan appropriately. The current self-evaluation of the nursery is a work in progress and the views of parents, staff and children have been taken into account. The provider has devised development plans which highlight the settings strengths and weaknesses and how to improve these.

The management and staff have good relationships with parents. Staff talk to parents on a daily basis about their children's day and progress in learning. In addition to daily handovers, parents benefit from being offered parents evenings. Here they can discuss with their children's key person in more detail their children's progress. Parents comment that they are happy with the amount of information they receive about their child and know that they are happy and settled. The management and staff fully appreciate and understand the need to work in partnership with others, such as other early years settings where children also attend and external agencies. This helps staff meet children's individual learning and care needs well.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475872
Local authority	West Sussex
Inspection number	965514
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	94
Name of provider	Kids Capers Limited
Date of previous inspection	not applicable
Telephone number	01293612221

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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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