

Inspection of Kiddie Kare

94 Sea Lane, Rustington, Littlehampton BN16 2RT

Inspection date: 21 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders are ambitious and dedicated to giving children a rich set of experiences. They provide a broad and diverse curriculum that gives children exciting opportunities to explore their local community and learn through first-hand experiences. Children of all ages benefit from a wide range of trips, such as attending rhyme-time sessions at the local library and visiting disabled residents at a nearby care home. This helps children learn to understand and respect people's differences and how to consider the needs of others that are different to their own. Children also explore and discover nature during regular visits to the beach, where they learn about the weather, wildlife and search for natural objects.

The positive and caring staff build strong bonds with all children. Their nurturing approach creates a warm environment where children feel happy, safe and secure. Children are very sociable and actively include others in their play, for instance when working together to cook a 'chocolate cake' in the mud kitchen. Babies feel loved and staff follow their home routines closely, paying great attention to their needs. Overall, staff have high expectations for what children can achieve and encourage children to develop good skills in all areas of learning. Children quickly gain the skills needed for the next stage in their education. They are inquisitive and motivated learners and explore the stimulating nursery environment with confidence.

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

- Leaders and staff are a cohesive team and have worked hard to raise standards since the last inspection. Together, they reflect closely on the effectiveness of the provision and develop ambitious and thorough plans for improvement. Through training, research and support from management, staff have significantly improved babies' experiences. Babies now benefit from a highly safe and supportive environment. They are very confident and settle quickly into nursery life. Staff have focused on building strong early attachments and support babies' emotional needs successfully by creating a calm and welcoming atmosphere.
- Overall, staff know the children well and plan a stimulating and engaging environment. They follow children's interests closely and build on them through further activities. For example, during the inspection, children enjoyed exploring a range of natural materials linked to their current favourite story. They confidently joined in with repeated parts of the story and excitedly helped staff by remembering what happened next. Staff also use stories well with younger children, who excitedly turn the pages, feel different textures and copy new words. Staff successfully ignite a love of books and children of all ages show strong early literacy development.

- Staff observe children regularly and work closely with parents to share children's interests, achievements and plan for children's future learning. However, some children's development is not assessed accurately enough to ensure their next steps in learning are fully appropriate and challenging. Despite this, children progress well and show particularly good development in their physical skills and language. They express themselves confidently and use speech to develop their play, build friendships and engage in conversation.
- There is a strong focus on outdoor play and learning and children benefit from plenty of time exploring the adventurous and exciting nursery garden. They have extensive opportunities to investigate wildlife and nature, such as in the 'bug hotel', and to build with natural resources.
- Overall, staff join in with children's play well and offer further challenge where needed. For example, they consistently name what babies see and do and encourage two-year-old children to compare and organise buttons by size and colour. Children are able to confidently count how many buttons there are of each colour and complete challenges such as finding three big, red buttons. At times, staff working with older children do not adapt children's experiences fully. They do not always make full use of their interactions to help all children achieve and gain as much as possible from their play and learning.
- Staff are loving and positive role models and children of all ages behave well, share and play harmoniously together. For example, babies happily sit together on staff's laps to listen to stories and join in with songs. Children know and follow clear safety rules within the setting. However, the managers and staff have not yet focused on how to support children's understanding of the potential risks involved with using the internet.

Safeguarding

The arrangements for safeguarding are effective.

There is a good focus on keeping children safe in the nursery. Leaders ensure all staff are suitable for the role and support staff's safeguarding knowledge through regular training and discussion. Staff confidently describe the indicators that children may be at risk of abuse, including from neglect and extremism. They know who to share any concerns with and the procedures in place to escalate these further if needed. All staff are trained in paediatric first aid and vigilantly monitor and supervise children to help ensure their safety.

What does the setting need to do to improve?

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

- support staff further to ensure all children's development is assessed as accurately as possible and children's next steps in learning are planned more effectively

- enhance staff's good interactions to adapt and extend children's experiences and learning further where possible
- focus more on how to teach children to identify and manage the potential risks when using the internet.

Setting details

Unique reference number	EY488552
Local authority	West Sussex
Inspection number	10111827
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	28
Number of children on roll	43
Name of registered person	Kiddie Kare Limited
Registered person unique reference number	RP904302
Telephone number	01903 850030
Date of previous inspection	21 May 2019

Information about this early years setting

Kiddie Kare registered in 2015. It operates from a converted house in Rustington, West Sussex. The nursery opens from 7am to 6pm, Monday to Friday, all year round. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine staff members, all of whom hold relevant childcare qualifications between level 3 and level 6.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector was given a tour of the nursery by the manager and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the children, staff and parents were taken into account during the inspection.
- The inspector observed children's play and assessed the impact of staff teaching.
- The inspector sampled some of the setting's documentation, including staff suitability records.

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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