

Inspection of Kiddie Capers, Hurstpierpoint

Court Buses Community Hub, Willow Way, Hurstpierpoint, Hassocks, Sussex BN6 9TH

Inspection date: 23 November 2021

| Overall effectiveness | Requires improvement |
|--|-----------------------------|
| The quality of education | Requires improvement |
| Behaviour and attitudes | Good |
| Personal development | Requires improvement |
| Leadership and management | Requires improvement |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision requires improvement

Some children do not make the progress they are capable of as the quality of education is inconsistent. Despite this, children arrive confidently and settle quickly. They listen intently when a story is being read to them. They have positive relationships with their friends and the staff that care for them. They delight in joining in at group times to sing songs and talk about their own experiences from home.

Staff are good role models and support children to understand behavioural expectations. This means children learn about the impact of their behaviour on themselves and others. Children demonstrate positive attitudes to learning. They are resilient when trying to achieve something new. For example, children persist in navigating balance bikes over a wooden bridge in the outside area.

The manager understands the priorities for what children need to learn following the impact of the COVID-19 pandemic. However, staff do not focus precisely enough to ensure that children who need the most help, receive this at the earliest opportunity. This means children do not get targeted support swiftly enough to help them catch up. In addition, children's personal health can, at times, be overlooked in ensuring their needs are met sufficiently.

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

- Staff do not have a secure understanding of how to plan for what children need to learn. Therefore, children do not benefit from a curriculum that meets the needs of all those who attend. Staff are not consistently delivering learning that targets the skills and knowledge they want children to develop, particularly children that need extra help. As a result, the curriculum is not planned and sequenced well enough for all children to achieve their highest possible outcomes.
- Leaders do not effectively monitor to ensure that staff are following expected practices. For example, they are not accurately checking the documentation they have in place to meet the individual needs of children. This means that processes are not followed to support children's good health and well-being.
- Children behave well. Any minor disagreements that children are involved in are resolved quickly by staff who support them effectively. Therefore, children easily return to their play.
- Staff encourage children to be independent as much as possible. Children learn how to wash their hands and the reasons for doing so. They also put on their shoes to go outside and attempt to open up their own packets and yoghurts from their lunch boxes.
- Staff know how to support children's developing language skills and use children's ideas to extend and introduce new language. Children enjoy engaging

in social discussion around the lunch tables, for example talking about features of the desert and the animals you may see in the environment. Staff use this opportunity to extend vocabulary further by talking to the children about how camels store water and prevent themselves from becoming 'dehydrated'. However, at times, staff do not know how to include all children, particularly those that need extra help to be invited into conversations. As a result, some children gain more from the experience than others.

- Although most children make steady progress, staff are not proactive in working with relevant professionals and parents to target support precisely for the children that need more help. The manager, who takes the responsibility for coordinating the care for children with special educational needs and/or disabilities, has not been prompt to take action on concerns raised by parents. As a result, some activities are not pitched at the correct level for all the children taking part.
- Staff ensure that children are supervised when using devices that allow internet access. They are aware of acting on and signposting to parents about how to keep their children safe online. However, they do not routinely explore this in more detail with children, so they can learn about e-safety.
- Overall, parents comment favourably about the nursery and the care that is provided for their children. Children benefit from observing the friendly interactions between the staff and their parents.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and staff team have a secure knowledge of how to keep children safe and protected. They have a good understanding of reporting processes in line with local procedures, to help ensure that children who may be at risk of harm receive timely help.

Leaders have appropriate vetting processes in place and have regular meetings to check the ongoing suitability of staff who work with children and their families. Leaders ensure that effective risk assessments are conducted, so that children access a safe and secure environment across the whole nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

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| | Due date |
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| improve the quality of teaching and activities to ensure they meet children's individual needs and offer relevant challenge, particularly for those children that need extra help | 17/12/2021 |
| ensure that staff understand and implement the correct procedures for administering medication to children. | 17/12/2021 |

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

- extend the support for children to learn about their personal safety to include the use of online technology.

Setting details

| | |
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| Unique reference number | 2542504 |
| Local authority | West Sussex |
| Inspection number | 10213660 |
| 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 at time of inspection | 0 to 5 |
| Total number of places | 30 |
| Number of children on roll | 22 |
| Name of registered person | Kiddie Capers Childcare Ltd |
| Registered person unique reference number | 2542503 |
| Telephone number | 07458301301 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Kiddie Capers, Hurstpierpoint nursery opened in 2019. It is open Monday to Friday, all year round from 8am to 6pm. There are five members of staff who hold appropriate early years qualifications at level 3. The nursery offers early education funding to two-, three- and four-year-old children.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and inspector went on a learning walk of the setting to establish the priorities for the curriculum.
- The inspector invited parents to share their views. Several parents discussed their views during the inspection and the inspector took account of all feedback received.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector tracked two children to establish what it is like for them at the setting.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the provider.
- A review of relevant documentation was sampled by the inspector.

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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