

# Inspection of Nipperbout At The Brighton Centre

The Brighton Centre, Kings Road, BRIGHTON BN1 2GR

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Inspection date: 31 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive and are warmly greeted by the staff. They demonstrate that they feel safe as they confidently separate from their parents and eagerly enter the setting, knowing that they are going to have fun. Children choose activities from the well-organised environment and thoroughly enjoy the broad range of experiences that staff provide.

Children are confident to communicate their thoughts and ideas and staff are skilled at listening to children's needs and wants. For example, leaders recognise that some children suffer from heightened anxiety as a result of the COVID-19 pandemic. Because of this, staff have undertaken additional training so that they can help alleviate this anxiety.

Children play well together and behave well. They understand the boundaries and they know what is expected of them. Children become absorbed in activities and confidently problem-solve as they find alternative pots to move lentils from one place to another. They experiment to find which pot will take the largest quantity. Consequently, children are persevering to test out their play ideas.

Older children very confidently help nurture the younger children. For instance, they help them to put a ball through a high hoop and clap and cheer for them when they are successful. This gives children a sense of pride and boosts their self-esteem.

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

- Staff get to know children's individual characters very well. They gather information from parents and carers before the crèche begins and children are encouraged to share their ideas with the staff. This helps staff to plan activities that ensure that children feel valued and listened to, and thoroughly enjoy their play.
- Leaders and staff evaluate their practice effectively. For example, they hold meetings at the end of every day to discuss what the children have enjoyed and discuss areas where their practice can improve. Staff use these ideas to ensure that individual children are planned for effectively, especially those children who need additional support.
- Children develop a good range of physical skills. For example, they throw balls and enjoy archery, karate and dancing to music. Staff encourage children to adopt healthy practices. For instance, children wash their hands before eating and enjoy a healthy range of snacks, including apples, breadsticks and oranges. However, during routines such as snack times, children are not supported to do things for themselves. This means that opportunities for children to develop their

independence skills are overlooked.

- Staff very skilfully extend children's learning. For example, during a planned rhyming activity, staff quickly adapt their approach to include children's favourite games. As a result, children are learning through their play as they are more attentive to the subject being taught.
- Staff support children with special educational needs and/or disabilities (SEND) extremely well. The manager and the special educational needs coordinator ensure that detailed information is gathered from parents and carers so that children with SEND can successfully engage with the activities that are on offer.
- Parents mention that they are extremely happy at the quality of care and education that their children receive. They appreciate the amount of information that they are given prior to their children starting at the crèche because this helps them to have discussions with their children about what to expect when they attend. One parent mentioned that the support given to their child with SEND was exceptional.
- Staff use every opportunity to promote children's self-esteem and confidence. They celebrate children's achievements during an award ceremony and children beam with pride as staff and their peers clap and cheer for them. Leaders are passionate about supporting children's emotional health. For example, they encourage children to openly talk about their feelings and recognise their emotions. As a result, children feel valued and listened to.
- Staff support children's emerging language skills very effectively, particularly those children who need additional support in this area. Staff model the correct pronunciation and give children time to respond; 'b b ball', they proudly repeat. Parents mention that their children are using new words in the short time that they have attended the crèche.

## Safeguarding

The arrangements for safeguarding are effective.

The leaders and staff team have a good understanding of their roles and responsibilities. Safeguarding is given priority in every meeting and staff take part in regular training to keep their knowledge up to date. Staff have a good awareness of how to respond if they are concerned about a child's welfare, including the signs that might indicate radicalisation. Robust recruitment procedures are in place to ensure that staff are suitable to work with children. Staff make sure that the premises and resources are checked for hazards and that outings are thoroughly risk assessed.

## What does the setting need to do to improve?

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

- maximise opportunities for children to develop their independence skills.

## Setting details

<b>Unique reference number</b>	EY442053
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10090682
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	4 to 14
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Nipperbout Limited
<b>Registered person unique reference number</b>	RP530620
<b>Telephone number</b>	01296 712 658
<b>Date of previous inspection</b>	6 February 2015

## Information about this early years setting

Nipperbout At The Brighton Centre registered in 2012. 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. Opening times vary according to the conference organised. The company employs a number of team leaders and childcare staff who have relevant qualifications. At this inspection, there were six staff; of these, one has early years professional status and a further three have relevant qualifications.

## Information about this inspection

### Inspector

Tina Lambert

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed a sample of documentation, including staff's suitability to work with children and first-aid certificates.
- The inspector observed children's interactions with staff.
- Parents views were gathered and taken into account.
- An evaluation of teaching was completed with the manager following a planned activity.

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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