

# Inspection of Kids Capers Day Nursery

The Pavilion, Loppets Road, Crawley RH10 5DP

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Inspection date: 31 March 2023

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are excited to arrive at nursery, waving goodbye to parents and carers happily. They independently hang up their coats and eagerly find their friends. Children are happy and well cared for by the professional staff team. They demonstrate a sense of belonging, proudly telling visitors about their favourite meals and activities. Children engage in a variety of learning experiences that promote their curiosity and spark their interest. For instance, they cut fruit and make fruit tea to drink using a china tea set. Children's behaviour is good; they take turns and are kind to each other.

Children giggle with delight as they play alongside their friends. They put on their own puddle suits and enjoy spending time outside in all weathers. For example, children scoop water from puddles and chase each other excitedly. Staff observe children's play and use their observations to plan activities that will support children's learning and development. Children enjoy spending time in the dedicated calming room. They lie down in the dimly lit room and listen to staff share positive affirmations. This helps to build children's confidence and self-esteem. Children are given the opportunity to express how they are feeling which supports their developing emotional literacy.

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

- Children make good progress in their learning. They benefit from a well-planned curriculum that builds upon what they already know and can do. Staff have created a highly stimulating and inviting learning space. They have considered all aspects of the environment, such as the lighting and smell, to ensure that it is an exciting place to learn and play. Staff promote children's investigation skills by providing them with a range of natural and interesting resources. They provide opportunities for children to learn about the natural world, including planting and growing.
- Managers have implemented a robust key-person system. This ensures that staff know their key children well. They are able to identify what children need to learn next to help them make the best possible progress. For example, staff support babies developing physical skills by placing activities on low tables to encourage babies to stand. Staff interact with children well during their play. However, not all staff consistently introduce children to new words to broaden their vocabulary.
- Staff take children on outings using the nursery minibus. They visit places within the local community, such as parks and woodlands, as well as outings further afield to the beach and garden centres. These experiences ensure children have a wide range of exciting opportunities that prepare them well for their future learning.

- Managers work in partnerships with parents and carers. They host open mornings so parents can come into the setting and hold regular parents' evenings to talk about children's learning and development. When staff identify that a child requires additional support, they meet with parents to create an action plan together. This ensures a collaborative approach to children's education.
- Babies form positive relationships with the nurturing staff who care for them. Toddlers enjoy spending time in the outside area; they use their feet to push them along on tricycles. Overall, children enjoy independently accessing the available resources. However, staff do not recognise when young children have lost interest or are struggling to engage in the activities on offer. Therefore, at times, children do not fully benefit from the learning opportunities available.
- The management team is highly reflective. They are committed to continuously developing the provision and improving the quality of care and education. Managers plan staff development days, focusing on different topics to improve practice. They meet with staff regularly and provide them with a variety of training opportunities. For example, staff have attended Makaton training and are beginning to use this across the nursery to support children's communication and language skills. Staff feel well supported within the setting and praise the management team.
- Staff support children to develop their independence. For example, children make their own breakfast and change into outdoor clothing independently. Staff complete care routines sensitively, asking for consent before completing nappy changes. They follow robust hygiene measures, such as handwashing which helps to prevent the spread of infection.

## Safeguarding

The arrangements for safeguarding are effective.

The management team is fully aware of their roles as designated safeguarding leads. They ensure staff complete regular training in child protection. They are confident in the signs to look for and how to report their concerns. Staff understand the need to follow procedures. They know who to contact if they have a concern about a child. They are aware of possible signs which may indicate that a child or their family are vulnerable to extreme views or ideas. The manager ensures that recruitment procedures are robust. She monitors the ongoing suitability of staff working with children.

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

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

- support staff to introduce new words to children to broaden their vocabulary and develop their language even further

- review how activities are planned for younger children to maximise their engagement and learning.

## Setting details

<b>Unique reference number</b>	EY475872
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10280344
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Kids Capers Limited
<b>Registered person unique reference number</b>	RP533533
<b>Telephone number</b>	01293612221
<b>Date of previous inspection</b>	1 September 2017

## Information about this early years setting

Kids Capers Day Nursery registered in 2014. It operates in Crawley, West Sussex. The nursery is open each weekday between 7.30am and 6.30pm, all year round. The nursery employs 22 staff; of these, 17 hold appropriate early years qualifications, including one member of staff who has early years teacher status. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Jade Orosz

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out what they enjoy doing at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke to several parents and carers during the inspection.

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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