

Inspection of Kiddie Capers, Hassocks

Windmill Avenue, Hassocks BN6 8LJ

Inspection date: 29 January 2025

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

What is it like to attend this early years setting?

The provision is good

Staff provide an individual welcome for each child as they arrive in the morning. Babies demonstrate close relationships with their key person as they happily wave goodbye to their parents. Older children receive a warm and friendly greeting from staff who know them well. Children confidently come inside and find their name to place on their peg. Children demonstrate that they feel safe and confident with nurturing and caring staff.

Children become absorbed in their play. For example, they spend long periods of time focusing on designing Chinese lanterns. They demonstrate individual creativity and explore the paints and resources available. Staff promote children's interest and engagement in their work. They offer plenty of praise and model alternative ways of using equipment such as glue. Children develop highly positive attitudes to learning.

Leaders support staff to provide opportunities for children to learn about different cultures. For example, children learn about festivals that their friends are celebrating, such as Chinese New Year. Staff develop activities and stories to extend children's understanding. Children learn about differences and similarities between themselves and others.

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

- Children's communication and language are promoted well. Staff engage in meaningful conversations with children and build on their vocabulary. Furthermore, staff build on children's understanding of written words. For example, staff provide plenty of opportunities for children to experience different books. Children cuddle up on a bench in the garden as staff read with animation and enthusiasm. Leaders also organise trips to the local library and encourage parents to visit too. Children begin to develop a love of reading.
- Babies have a well-organised outdoor play area that allows them to explore freely. Staff support them to use equipment to pull themselves up and learn to balance. At times, the organisation of the indoor environment is less effective at supporting babies' physical skills. For example, the arrangement of furniture, such as tables and sleeping equipment, impacts the usable space. This means that, on occasion, babies and staff cannot move around with ease.
- Staff know children well. They have a good understanding of their needs and take children's interests into consideration when planning activities. For example, when staff recognise that children enjoy playing with toy cars, they use tape to create a road for children to follow. Staff interact closely and provide language such as left and right to build on children's vocabularies as they play.
- Leaders act with integrity to ensure all children have access to their full early

education entitlement. Where children have special educational needs and/or disabilities, leaders collaborate with other professionals involved in their care. Together, they implement targeted plans to support individual needs. Staff and leaders are knowledgeable about individual abilities and ensure that all children enjoy the same breadth of experiences. Through this, children are supported to achieve the best outcomes.

- Overall, children's behaviour is good. Older children play alongside each other and recognise how to include younger children in their games. However, at times, staff do not implement rules and expectations as intended by leaders. For example, staff do not consistently deliver explanations to children or provide guidance about why rules need to be followed. Consequently, these expectations are not consistently understood by children.
- Staff speak highly of the positive support that is provided to them in their roles. They also consider the well-being support they receive to be of very high quality. Staff have regular reviews of their performance and receive targeted professional development plans. For example, staff engage in training to increase their understanding of supporting children's speech and language. This ensures that teaching standards are consistently raised for children.
- Parents feel involved and informed about their child's time at the setting. For example, they explain how staff invite them in to talk about their child's progress and to see their work. Leaders organise this to promote parent involvement in children's progress and development. Staff also provide information about how learning can be extended at home. Parent partnerships are strong.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and improve the organisation of the indoor learning environment for babies to more effectively encourage their physical development
- support staff to be more consistent in their approach to promoting children's good behaviour.

Setting details

Unique reference number	2713306
Local authority	West Sussex
Inspection number	10376215
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	59
Name of registered person	Kiddie Capers Childcare Ltd
Registered person unique reference number	2542503
Telephone number	01273 945432
Date of previous inspection	Not applicable

Information about this early years setting

Kiddie Capers, Hassocks registered in 2022 and is located in Hassocks, West Sussex. There are 16 members of staff employed at the setting, 11 of whom have relevant early years qualifications, including the manager who is qualified to level 6. The setting provides government funded early education for eligible children aged from nine months up to four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- Leaders and the inspector completed a learning walk to discuss the early years curriculum.
- The inspector carried out joint observations of group activities with leaders.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff at appropriate times during the inspection.
- Leaders provided the inspector with a sample of documentation to demonstrate the suitability of staff at the setting.

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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