

# Kiddi Caru Nursery

Kiddi Caru, Emperor Way, Exeter Business Park, EXETER, EX1 3QS



<b>Inspection date</b>	10 August 2015
Previous inspection date	12 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff use planning and assessment well to observe children's progress and identify their individual learning needs. This helps them effectively plan a wide range of challenging experiences based on children's interests. Consequently, all children make good progress and develop key skills for future learning and preparation for school.
- Staff recognise that friendships and relationships are an important part of children's development from babies. They provide good role models, helping children to develop positive behaviour and effective social skills. This has a strong impact on children's well-being and their learning.
- Staff provide a good range of equipment to support children's independence from a young age. For example, at the inspection, toddlers used small jugs to pour their own drinks and pre-school children used knives to cut their fruit and butter their cracker.
- The new manager has a clear vision of how to support staff to provide the best possible care and learning experiences for children. Through self-evaluation, he has worked with staff and parents to identify priorities to improve outcomes for children and begun to implement effective new practices.

### It is not yet outstanding because:

- Staff sometimes miss the opportunity for older children to look at cause and effect and think of solutions to problems, such as what happens to paper in the rain and why tape will not stick to the fence.
- Staff do not always provide a wider variety of resources during adult-led creative activities for the youngest children, so they use their imagination and have opportunities to explore more techniques when handling tools.

## What the setting needs to do to improve further

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

- strengthen children's awareness of cause and effect and how to solve problems during practical activities and play
- increase children's choices in adult-led activities to extend their creative imagination and ability to use different techniques with tools.

### Inspection activities

- The inspectors observed activities and the quality of teaching indoors and outdoors.
- The inspectors spoke with staff, parents and children present at the inspection and took account of the nursery's self-evaluation.
- The inspectors held a meeting with the manager and carried out a joint observation.
- The inspectors checked safeguarding information and checked the premises.
- The inspectors sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas and Sarah Madge

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The well-qualified staff team use effective teaching strategies to engage children successfully. They hold the younger children's attention by singing songs with actions and using puppets. As a result, children rush to the activity and join in. Practical activities in the pre-school rooms lead to children developing speaking and listening skills to link sounds to letters, being able to write their names and count with confidence. Staff support children well in challenging themselves. For example, older children asked to sing a number song in French. This also expands their awareness of other cultures. Two year olds are confident explorers and investigate how to use equipment. Staff use words with actions to give context to meaning, so children begin to describe their actions and understand their world.

### **The contribution of the early years provision to the well-being of children is good**

The key-person system has a positive impact on children's physical and emotional well-being. Children confidently approach staff when they are upset, who quickly sooth them with cuddles and reassurance. They skilfully distract the youngest children with resources, so they do not stay upset for long. Staff are successful in helping children to move confidently between the rooms. They invite parents in to discuss the process and the key person accompanies children until they feel secure in their new environment. As a result, children become excited about their forthcoming visit to pre-school. The manager has made recent changes to the indoor environment, providing children with more space and opportunities for social interaction. In addition, there are imminent plans to redevelop the garden to provide exciting learning zones for all children to use. All children have daily opportunities to learn outdoors, where they also learn to keep safe. They enjoy nutritional meals cooked on the premises and develop healthy practices.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team have a good understanding of their responsibilities, meaning the nursery provides a safe and secure environment for children. Thorough recruitment and induction procedures ensure suitable staff know how to protect and safeguard children. Through regular staff supervision, the manager identifies their development needs and motivates them to continue their professional development. This helps to drive improvement. For example, staff state that they have increased confidence in adapting activities for the youngest children to maintain concentration. Good monitoring systems of children's progress identify any developmental delay, and staff work well with outside agencies and parents to be consistent in using strategies to narrow gaps in their learning. Following the last inspection, they have strengthened their partnerships with other early years providers, to have a more consistent approach to children's development.

## Setting details

<b>Unique reference number</b>	EY346334
<b>Local authority</b>	Devon
<b>Inspection number</b>	992380
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	132
<b>Number of children on roll</b>	280
<b>Name of provider</b>	The Childcare Corporation Plc
<b>Date of previous inspection</b>	12 March 2010
<b>Telephone number</b>	01392 445639

Kiddi Caru Nursery registered in 2006. The Childcare Corporation owns the nursery, which is part of a chain of national childcare provisions. This nursery operates from the outskirts of Exeter, Devon. Kiddi Caru is open each weekday from 7.30am to 6.30pm for 51 weeks a year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 52 members of staff working directly with children. Of these, two have early years qualifications at level 5 and seven have qualifications at level 4. There are 35 members of staff with early years qualifications at level 3 and two have qualifications at level 2. In addition, there is an administrator, cook and kitchen staff as well as regional and head office support.

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