

# Kiddi Caru Nursery

Writtle College, Foxburrows Lane, Writtle Chelmsford, Essex, CM1 3SS



<b>Inspection date</b>	25 January 2016
Previous inspection date	11 June 2013

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is good

- Staff are extremely passionate about children's learning and development, using a range of highly effective teaching techniques. This means children are highly motivated, eager to learn and fully engaged, demonstrating extremely high levels of perseverance and concentration.
- The nursery environment is highly stimulating and exciting. Staff utilise the resources extremely well to ensure children's capacity for learning by exploration is fulfilled.
- Children's learning needs are assessed accurately, swiftly and with a high level of expertise. Consequently, all children, including disabled children and those with special educational needs, make extremely good progress.
- Children's good health is promoted well. Children enjoy healthy meals and snacks and have ample opportunities to get fresh air and exercise.
- Highly effective links between the nursery and home have been established. Parents and carers are fully included in their children's learning and care, enabling staff to meet the individual needs of the children exceptionally well.
- Children behave extremely well in relation to their ages and stages of development. The staff team effectively models and sensitively communicates their expectations for them to be kind, considerate, respectful to others and very well mannered.

### It is not yet outstanding because:

- Actions identified in risk assessments are not always followed up in the most timely manner to ensure that all hazards are dealt with immediately.
- Staff do not always maximise opportunities for children's learning and development through outdoor activities.

## What the setting needs to do to improve further

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

- strengthen risk assessments so that hazards are dealt with in a more timely manner
- develop the outdoor provision, in order to provide children with inspirational opportunities for learning and play.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery deputy manager, manager and director of childcare. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Tina Mason

## Inspection findings

### Effectiveness of the leadership and management is good

This inspection was brought forward following concerns received by Ofsted. A child burnt their leg on a pipe that leads to the bottom of the radiator in the pre-school room. At the inspection, no hazards to children were found. However, risk assessments carried out following the incident were not followed up in a timely manner to ensure that hazards to children were minimised as soon as practically possible. The management team is highly committed and ambitious. They support the staff team well. Together, they implement effective self-evaluation methods to identify strengths and areas to develop within the nursery. Managers have recognised that there are opportunities available to further enhance the already stimulating outdoor area, promoting children's natural curiosity of the world around them. Safeguarding is effective. Staff fully understand their roles and responsibilities in protecting children from harm. Partnerships with local schools and other providers are well established. Parents speak positively about the nursery. Regular exchanges of information about children's achievements and parents' positive contributions to children's assessments ensure their learning is supported at home.

### Quality of teaching, learning and assessment is outstanding

Staff provide babies and children with a rich, stimulating and exciting learning environment, both indoors and outdoors. For example, babies enjoy shaking and investigating the sensory bottles during a music and movement session. Older children thoroughly enjoy themselves as they dress up as chefs and experiment with different textures of flour, water and food colouring. Children develop their early reading and writing skills exceptionally well and show increasing confidence in recognising the sounds that letters make. Staff consistently praise very young children for their words spoken, repeating words to reinforce the child's understanding of spoken language. Resources available to the children are used very well to encourage counting, sorting and problem solving, which they approach with enjoyment and enthusiasm. Children are provided with many opportunities to develop their physical skills.

### Personal development, behaviour and welfare are good

The key-person system is effective in meeting children's care needs and building relationships with parents. Parents report that they appreciate the friendly and approachable staff, who are flexible with their changing childcare needs. Routines are followed that take into account children's individual needs for feeding and sleeping. This supports children to develop a sense of belonging and embrace new experiences with confidence. Staff are positive role models for children. They encourage polite behaviour and teach young children valuable skills, such as how to share and take turns. Children who struggle to separate from their main carer are sensitively comforted by familiar staff.

### Outcomes for children are outstanding

All children make excellent progress in the nursery. They are extremely interested in learning, are becoming independent and are able to concentrate well on their chosen activities. Older children are keen to demonstrate their literacy skills and are preparing well for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY334078
<b>Local authority</b>	Essex
<b>Inspection number</b>	1036054
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	118
<b>Number of children on roll</b>	196
<b>Name of provider</b>	The Childcare Corporation Limited
<b>Date of previous inspection</b>	11 June 2013
<b>Telephone number</b>	01245421341

Kiddi Caru Day Nursery was registered in 2006. It is open from Monday to Friday throughout the year, apart from bank holidays and one week in December. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 33 staff employed to work with the children. Of these, 25 hold appropriate early years qualifications at level 3 or above, including the manager, who also holds an Early Years degree.

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