

Kiddi Caru Nursery

22-24 Farm Road, Wellingborough, Northamptonshire, NN8 4UF



Inspection date

6 March 2017

Previous inspection date

30 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management and staff team have a reflective approach to their work. They are keen to embrace new ideas and initiatives to promote children's experiences and learning. Staff evaluate how children respond to activities, making changes as required.
- Children throughout the nursery enjoy positive and enthusiastic interaction from staff during activities. Staff are skilled in their teaching and support children's developing communication and language effectively.
- Children's safety is promoted well. They are encouraged to think about the risks involved in their play and how to keep themselves safe. Staff are vigilant in their supervision of children and make regular checks on children who are asleep.
- Parents provide positive feedback about the nursery. They comment on the good range of activities their children take part in and how effective the staff are at meeting their child's needs.
- Children show that they feel a sense of well-being and belonging in the nursery. They develop close relationships with staff. For example, babies are soothed and settled to sleep as they are cuddled by staff, and older children enjoy lively conversations and ask staff for items they want.

It is not yet outstanding because:

- Staff have not yet found highly successful ways for all parents to share information about their children's achievements at home. This means that staff do not have as much information as possible, for every child, on which to plan continued learning and development to the highest level.
- Occasionally, the most-able children are not fully supported by staff to develop their deeper thinking during activities.

What the setting needs to do to improve further

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

- extend the current very good communications with parents, exploring more successful ways for them to share information about their children's learning and development at home
- focus more precisely on promoting the most-able children's deeper thinking during activities.

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information Ofsted received about this provider.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- One inspector completed a joint observation with the deputy manager.
- The inspectors held meetings with the nursery manager, the deputy, provider and with two members of staff. They looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspectors spoke with a number of parents during the inspection and took account of their views.

Inspector

Melanie Eastwell and Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management has taken swift action to address breaches of company policy relating to the checking of food being prepared for children. The identification of an action plan, including retraining for staff involved in cooking nursery food, has had a positive impact on kitchen staff's awareness. Thorough recruitment and induction procedures ensure that suitable staff are employed. A commitment to staff's ongoing professional development through training and supervision results in staff being well qualified and knowledgeable about how children learn and develop. This increased understanding results in a confident staff team that is successful in helping children to make the best progress they can.

Quality of teaching, learning and assessment is good

Staff know the children well and the good procedures for sharing information when children move up to the next room result in children having a successful transition. Staff's knowledge of each child results in effective planning of activities that are led by children's interests. As a consequence, children continually build on all that they already know, through activities that provide suitable challenge. Assessments of children's learning are precise and based on regular observations. Children are keen to take part in the activities that are available to them. For example, pre-school children mix their own paints, following recipe cards to make a range of colours. Younger children explore mathematical language as they use magnifying lenses to look at models of insects and dinosaurs. Babies explore a range of different textures, including baskets and ribbons.

Personal development, behaviour and welfare are good

Children benefit from the stimulating environment where they can choose from a good range of resources and move freely between activities that are set out by staff. Children behave well. They respond to staff because they are clear in explaining why certain behaviour is unacceptable. Children know the routines of the day. They eagerly help to set up for new activities or prepare for lunchtime and happily tidy away when they have finished playing. Parents are asked to share information about children's daily routines or any specific needs so these can be managed by staff. Children are learning about the benefits of a healthy lifestyle. They are encouraged to wash their hands before mealtimes. They also enjoy the range of healthy meals and snacks and are able to practise their physical skills in the garden.

Outcomes for children are good

Children are making good progress and are supported to develop skills that ensure they are well prepared for the next stage in their learning and for their eventual move on to school. Children are able to be independent, choosing whether they play outside or not, putting their own coats and shoes on and serving themselves during mealtimes. Children learn to work together, making friendships and showing care, concern and respect for one another.

Setting details

Unique reference number	EY353509
Local authority	Northamptonshire
Inspection number	1086046
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	103
Number of children on roll	150
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Date of previous inspection	30 October 2012
Telephone number	01933 678325

Kiddi Caru Nursery was registered in 2007 and is managed by Childcare Corporation Limited. The nursery employs 30 members of childcare staff. Of these, 27 hold appropriate early years qualifications between level 2 and 6. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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