

# Kiddi Caru Nursery

Empress State Building, Empress Approach, London, SW6 1TR



<b>Inspection date</b>	20 November 2017
Previous inspection date	30 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff complete accurate assessments and plan children's next steps successfully. All children make good progress in their learning from their starting points.
- Staff share good information with parents. They consistently involve parents in children's activities and learning. For instance, children borrow books to read at home with their families.
- Staff welcome and value children and their families in this inclusive setting. Children settle well and quickly form warm nurturing relationships with staff. They show a strong sense of belonging.
- Staff teach children to negotiate and listen to their friends. Children behave well. They show a sense of pride in their achievements and value people's differences.
- The management and staff are vigilant in maintaining children's safety. They complete stringent risk assessments and work hard to provide a safe and secure environment for children to learn and develop.

### It is not yet outstanding because:

- Although staff receive good support to raise the overall quality of their practice, professional development is not fully robust to ensure there is enough focus on minimising inconsistencies in the quality of teaching across the nursery.
- Staff, at times, do not follow the interests of younger children and challenge them to learn.

## What the setting needs to do to improve further

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

- develop performance management even further to raise the standard of teaching across the nursery to a consistently higher level
- help staff follow the interests of younger children more closely to consistently challenge and maximise their learning.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are aware of the signs that children might be vulnerable. They have a good understanding of the procedures to follow if they identify children who may be at risk of harm. The management team implements systematic recruitment and induction procedures. This helps to ensure the continued suitability of staff. The new manager is very reflective and has a strong drive to improve the service provided for children and families. For example, she has improved the settling-in procedures to support new children attending the nursery. The manager analyses children's progress to identify any emerging gaps in individual and groups of children. She uses her findings to help analyse the impact of teaching, build on professional development and close any gaps in learning. For example, staff now have an increased focus on children's mathematical development. This helps to improve learning outcomes for children.

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

Children show high levels of imagination. For example, pre-school children actively find props and tell their own stories. Staff across the nursery support early writing skills well. For example, children develop their hand strength and dexterity through activities such as play dough. Staff effectively support children's mathematical skills. For example, toddlers explore mud and soil with genuine interest and experiment with weight and measure. Staff provide a running commentary and talk about the textures they can feel. Children receive plenty of praise and support from staff. This helps to develop their confidence and raise their self-esteem.

### Personal development, behaviour and welfare are good

Staff help babies to settle and feel secure. For example, they provide comfort and gentle interaction. Staff place a high priority on supporting children to follow healthy lifestyles. For example, older children pretend to make soup. They learn to use tools for a purpose, such as utensils to chop and peel real vegetables. Children thoroughly enjoy freshly cooked nutritious meals and snacks. They sit together to eat and talk about their day. Children have daily access to the outdoors. They play and exercise in the fresh air and understand the simple rules that are in place to keep them safe.

### Outcomes for children are good

All children are curious learners. They ask questions, listen to and follow instructions. For example, older children make play dough and think about how to complete their task. Babies make noises, learn new words and join in with some actions to rhymes. Babies and younger children show a love of books and enjoy listening to stories. Younger children write a shopping list and give meanings to their marks. Older children learn to write letters. They recognise number and letter sounds, for example, through group games. Children gain the skills they need to become ready for school.

## Setting details

<b>Unique reference number</b>	EY346325
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	1068821
<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 - 4
<b>Total number of places</b>	113
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Date of previous inspection</b>	30 January 2014
<b>Telephone number</b>	020 7386 4505

Kiddi Caru Nursery registered in 2006. It is one of 21 nurseries operated by The Childcare Corporation. The nursery operates from the Empress State Building, North Fulham in the London Borough of Hammersmith and Fulham. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. The nursery employs 22 staff, of these, 21 hold an appropriate early years qualification.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

