

# Kiddi Caru Nursery

Gull Coppice, Whiteley, FAREHAM, Hampshire, PO15 7LA



<b>Inspection date</b>	24 April 2018
Previous inspection date	17 May 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection leaders have made significant improvements. They have addressed the actions and recommendations raised at the last inspection. Leaders have an accurate view of what is working well and what they need to do to improve further.
- Children are actively engaged in their learning. They eagerly arrive into nursery and settle quickly to activities that interest them. They show strong attachments to their key person and form positive relationships. This helps them to feel safe and secure.
- Partnerships with parents are valued. Parents are encouraged to share their child's experiences from home. Staff value this information and use it to enhance children's learning in the nursery. There is range of resources for parents to borrow, which means children can share what they have learnt with their parents.
- There are effective systems in place to monitor the progress that children make. Staff use this information well to identify children's next steps in learning. This means that all children, including those who speak English as an additional language, are making good progress.

### It is not yet outstanding because:

- Teaching does not provide excellent quality learning experiences often enough to enable children to make outstanding progress.

## What the setting needs to do to improve further

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

- continue to build on staff's professional development to increase the quality of teaching and raise the learning experiences for children to the highest level.

### Inspection activities

- The inspectors observed the quality of teaching and support for children's learning.
- The inspectors assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspectors carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspectors looked at a sample of documents, including children's records, safeguarding policies and procedures and training certificates.
- The inspectors talked staff and children during the inspection and took into account the written feedback from parents.

### Inspectors

Teresa Newman / Kelly Marchmont

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are able to identify when a child may be at risk of harm, including those at risk from extreme views or beliefs. They understand how to promptly record and report any concerns about children's well-being. Leaders have high expectations for children and have a clear picture of how well groups of children are achieving. This information is used well to identify and swiftly close any gaps in learning. There is good use of additional funding to improve the outcomes for children with special education needs and/or disabilities. This is evident in the children's physical development and communication skills. Staff practice is enhanced by access to an ongoing training programme, observations and effective supervision.

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

The well-resourced and carefully planned environment both indoors and outdoors is stimulating and varied. This helps keep children interested, engaged and appropriately challenged. Staff understand how children learn and assess their development accurately. Recently, leaders identified that some children were not developing their mathematical skills as quickly as others. As a result, there is an emphasis on developing early mathematical skills as staff sing number rhymes, count interesting objects and frequently use mathematical language in their conversations with children. Children count the steps as they walk down the stairs and compare the size of buckets of sand. Most staff ask good quality questions which make children think for themselves and explore their ideas, although some do not always allow sufficient time for children to think and respond.

### Personal development, behaviour and welfare are good

Staff act as positive role models, treating children as individuals and with respect, as a result, behaviour is consistently good. Children understand the rules of the nursery and ensure that everyone follows them. For example they remind a member of staff that they need to wear an apron before they can join their water play. Independence is widely promoted. Young children feed themselves with the healthy meals provided, use open cups and sit at the table for mealtimes and other activities. There is a good focus on communication and language. For example, signing is used with babies and younger children which ensures that they are able to communicate their needs and staff respond accordingly. Older children are learning to take responsibility, as they take part in the pre-school committee, where they share their thoughts of the nursery with leaders.

### Outcomes for children are good

Children are developing positive attitudes towards learning in preparation for their next stage of development and move to school. Older children are developing their literacy skills well. They enjoy taking part in listening walks outside. Most know about letter names and the sounds they represent and are beginning to write them. Younger children show high levels of concentration as they carefully scoop and pour water and explore how it travels through a water wheel. Babies delight in using their senses, they laugh and giggle as staff sing action songs whilst they explore different textures of materials.

## Setting details

<b>Unique reference number</b>	EY342353
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1126093
<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>	128
<b>Number of children on roll</b>	171
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Date of previous inspection</b>	17 May 2017
<b>Telephone number</b>	01489 571941

Kiddi Caru Nursery registered in 2006. It is a purpose-built nursery that is owned and managed by The Childcare Corporation. The nursery is one of a chain of 20 childcare provisions across central and southern England and is located in Whiteley, Hampshire. The nursery is open each weekday from 7am to 6.30pm for 51 weeks a year. The nursery employs 40 members of staff to work with the children, all of whom hold early years qualifications from level 3 to level 6. The nursery is in receipt of local authority funding for children aged two, three and four years of age.

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