

# Kiddi Caru Nursery

Broadmere Road, Beggarwood, Basingstoke, Hampshire RG22 4AQ



<b>Inspection date</b>	22 August 2019
Previous inspection date	9 June 2016

<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 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 team is dedicated and works hard to continually improve the provision. It involves staff, parents and children in the self-evaluation process and makes changes that drive further improvements.
- The nursery environment is warm and welcoming. Staff greet children with enthusiasm and show genuine care for their welfare needs. This helps to support children's self-esteem and helps them to feel safe, secure and ready to learn.
- Partnerships with parents are highly effective. They are very well informed about children's care and learning and contribute from the very beginning. All children are developing the necessary skills required to support them in the next stages of their learning.
- Children are learning how healthy foods affect their bodies. For example, younger children explore the textures of fruit and vegetables during role play and staff use opportunities such as these to talk about the benefits of eating nutritious foods.
- Staff implement appropriate policies and procedures and ensure that children are cared for in safe and secure premises. They complete regular risk assessments, which they review and evaluate to ensure that they can quickly identify risks and hazards.
- Staff promote children's literacy skills well. For example, pre-school children eagerly hunt for bugs in their environment. They demonstrate high level of curiosity and look in books to investigate the insects that they find.
- Staff accurately observe and assess children's progress and reflect on their individual learning needs. However, some staff do not use all opportunities to share this information with other staff that spend time working directly with their key children, to help them maximise children's learning at every opportunity.
- The management team leads staff well in a programme of ongoing improvement. However, it does not monitor staff performance precisely enough to identify where further support is needed, to ensure all staff fully extend children's learning and deliver teaching at the highest levels.

## What the setting needs to do to improve further

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

- develop strategies to ensure all staff share children's abilities and interests with other staff working directly with their key children, to maximise children's learning at every opportunity
- strengthen arrangements for the monitoring and coaching of staff to focus more closely on raising the quality of teaching to the highest levels.

### 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 held discussions with members of the management team, children and staff at appropriate times during the inspection.
- The inspector conducted two joint observations with members of the management team.
- The inspector looked at various documents, including policies and procedures, staff training records, records for children and evidence of the suitability of staff.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Robust recruitment and induction procedures ensure staff are suitable for their role. Staff receive ongoing and regular updates regarding child protection issues. They have a good understanding of how to identify concerns about children's welfare or how to manage concerns about the behaviour of a colleague. The management team analyses children's progress regularly and works closely with staff to put in place targets to close gaps in learning swiftly. For example, it has implemented training to help staff develop a deeper understanding of how to promote children's speech and language skills. The management team uses additional funding to benefit children and works closely with other professionals to ensure that all children make good progress relative to their starting points. Parents speak highly of the nursery. They comment staff take time getting to know their children and show a genuine interest in their lives. This has a positive impact on outcomes for children.

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

Babies show good concentration skills. They squish shaving foam in their hands and staff use opportunities such as these to discuss how different textures feel. This helps to promote early language skills successfully. Children show a love of books. They are keen to choose books of interest from the lending library to read with their parents at home. Staff give all children plenty of enjoyable opportunities to be creative. For example, younger children enjoy painting activities and discuss the marks they make. Pre-school children are imaginative and learn how to care for the environment. For example, they recycle resources and create musical instruments with genuine interest.

### Personal development, behaviour and welfare are good

Staff support children's health and well-being effectively. For example, children enjoy daily exercise sessions, such as yoga classes. They delight in exploring the stimulating garden and develop an awareness of how to manage risks in their play. For example, children work as a team to move wooden planks. They show an awareness of the safety of others and successfully negotiate space around them. Children learn about the differences and similarities between themselves and others, for example as they explore different cultural festivals. They show respect and kindness to their peers and develop early friendships. Children behave well and respond positively to the consistent and gentle reminders of staff.

### Outcomes for children are good

All children make good progress from their individual starting points. This includes those children in receipt of funding, those with special educational needs and/or disabilities and those who speak English as an additional language. Babies confidently explore their environment and show secure emotional attachments as they enjoy cuddles from staff. Toddlers are curious as they delight in playing with water. Young children keenly involve staff in their play as they dig in the soil and discuss what they find.

## Setting details

<b>Unique reference number</b>	EY346317
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10073823
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	121
<b>Number of children on roll</b>	167
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Date of previous inspection</b>	9 June 2016
<b>Telephone number</b>	01256 397779

Kiddi Caru Nursery registered in 2006 and operates from a purpose-built building in Basingstoke, Hampshire. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery employs 35 permanent staff to work directly with the children, 23 of whom have early years qualifications ranging from level 2 to level 6. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four.

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