

Inspection of Kiddi Caru Nursery

Matford Green Business Park, Exeter, Devon EX2 8LB

Inspection date: 20 August 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

This purpose-built nursery has exciting play spaces indoors and outdoors for children to explore. Babies enjoy looking out from the secure veranda, pointing out the different things they can see. Staff provide words such as 'tree', 'bird' and 'aeroplane' when children spot these, increasing the children's vocabulary. Two- and three-year-olds explore scents and textures through planned activities with purple coloured scented foam and plant leaves. Staff help them to describe and explore what they can feel and smell. Children comment that they like the smell of the rosemary and mint leaves and that the foam, which is sticky, has turned their hands purple. Older children develop mathematical skills as they make shapes with the dough. They talk about the stars they have made, count the sides on the square and work out how many more they need to make five shapes in total. Staff praise children for their efforts, modelling counting to check they have the right number.

Staff support all children well. Children who have special educational needs and/or disabilities receive help and encouragement to boost their learning. All children take part in activities and staff adapt these well to meet individual needs and interests. As a result, children make good progress in their learning. Managers and leaders have adapted practice to support children and families through the changes due to the COVID-19 (coronavirus) pandemic. Although parents are not able to bring children into the nursery yet, the manager sets aside a room for new starters and parents. In this way, children and parents get to see some of the nursery and meet the staff before they start, helping children to settle in well.

What does the early years setting do well and what does it need to do better?

- Managers and leaders have recognised that the COVID-19 pandemic affected staff, parents and children. They have put in place support for staff and children's mental health. They celebrate staff and children's achievements, including through reward schemes and displays showing children's skill development.
- Managers have reviewed the risk assessments considering the changes for safety measures for COVID-19. Children from different rooms can now play together. Staff comment that this has helped children as they can now meet up with brothers and sisters in different age groups again. Staff have also noticed that it has helped when children move into different rooms as they have been able to get to know staff and children in these new rooms.
- Key persons know children well. They observe what interests children and plan for what they need to learn next. Staff have adapted practice to ensure parents are kept fully informed about children's learning and development, including through home-learning packs and online photographs and reports. Children are

making good progress with their development.

- Parents comment that their children are happy and doing well. They feel that staff really know and care for the children. They say that children's talking and confidence have developed well. Parents comment that the information shared with them, helps them support children better at home.
- Children are highly motivated and eager to share what they are doing with others. Older children excitedly show how they can go down the slide in different ways. They remind friends that they need to use the steps to reach the top. Younger children adapt superbly to new situations with sensitive support from staff. Babies overcome their hesitancy and readily kick balls to newcomers. Toddlers cooperate brilliantly with each other, taking turns in conversation as they explore the purple foam, or when choosing which songs to sing before lunch.
- Staff encourage children's language and communication. They use signs and words to help children express themselves. Staff ask questions and talk about what children are doing as they play. However, sometimes, staff do not use these as effectively as they could to encourage children to think and solve problems to extend children's learning across all the areas of the curriculum.
- Older children use their imaginations, make links with stories they have heard and recall previous learning. For instance, children describe how they found a 'crocodile' in their bedroom who ate all the food and drank all the water, relating this back to a story about a tiger who came to tea. Others recall that they needed to use flour, water, and salt to make the dough they are playing with.
- Staff encourage children to develop good hygiene practices and manage tasks for themselves. Children know that they need to wash their hands before eating and after using the toilet. They pour their own drinks at mealtimes and use tongs to serve their food. Staff talk with children about healthy food choices and how the food they eat can give them energy.

Safeguarding

The arrangements for safeguarding are effective.

Managers and leaders have secure recruitment systems in place. They carry out checks on new staff to make sure they are suitable to work with children. Staff know and understand what may make a child vulnerable and how to act to keep them safe. Managers and leaders have made good use of online training courses to make sure staff have kept their knowledge of safeguarding children up to date. All staff have been able to access paediatric first-aid courses and know what to do in cases of accidents or emergencies.

What does the setting need to do to improve?

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

- make sure that staff support children better to express ideas and solve problems, to enhance children's learning.

Setting details

Unique reference number	EY536795
Local authority	Devon
Inspection number	10203890
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	114
Number of children on roll	134
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01392823327
Date of previous inspection	16 October 2018

Information about this early years setting

Kiddi Caru Nursery registered in 2016. It operates from Matford Green Business Park, Exeter. The nursery is open Monday to Friday, from 7.30am to 6.30pm, for 51 weeks a year, excluding bank holidays. The setting employs 36 staff, 26 of whom have relevant childcare qualifications. Two staff hold qualified teacher status, two staff hold appropriate childcare qualifications at level 5, four hold appropriate childcare qualifications at level 4, and a further 17 members of staff hold appropriate childcare qualifications at levels 2 and 3. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- A learning walk was completed by the manager and the inspector to look at how the curriculum supports children's learning and development.
- The inspector carried out a joint observation with the manager, in toddlers and pre-school, to review the quality of teaching.
- Parents spoke to the inspector and shared online views about the nursery.
- Children talked with the inspector about their nursery, sharing what they learn and what they like doing.

We carried out this inspection 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.

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