

Inspection of Kiddi Caru Nursery

Writtle College, Foxburrows Lane, Writtle Chelmsford, Essex CM1 3SS

Inspection date: 26 August 2021

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Following a recent event, children's safety was compromised. Staff deployment in the garden is not effective. Consequently, staff previously failed to notice when two pre-school children managed to open an external gate and leave the premises unaccompanied.

Babies have close relationships with their key person and other staff. They enjoy cuddles and listen to their favourite stories with their special person. Babies who are new to the room allow their parents to leave with ease and explore the good range of resources on offer. Toddlers confidently move between their secure garden and indoors, taking their favourite toys with them. They place dolls into small prams and take them on walks in the fresh air.

Older children enjoy regular opportunities to play and explore in the forest school area. They use clay to mould pots which they fill with water. The water and clay mixture is used to 'paint' marks on the pavement and large tyres. This helps children to develop their early mark-making skills. Children use small branches and bricks, to create a path through the trees.

Children make good progress in relation to their starting points. Staff find out about children's likes, and what they know and can do, from parents. This helps to identify children's next steps in their learning. Staff spontaneously follow children's interests, which helps to keep them engaged and motivated in their play.

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

- Children's safety and welfare is compromised. Staff deployment is not effective to ensure that children are adequately supervised, particularly when playing outside. On the day of the inspection staff were not effectively deployed to help children understand how to behave appropriately and share resources. Consequently, some failed to follow the nursery rules of kind hands and kind feet.
- Lunchtime routines are, at times, chaotic. For example, in one room, children gather around a sink to wash their hands beside plates of hot food, which results in handwashing water splashing on the food. In another room, staff are more preoccupied with the routines than meeting the needs of the children while they are eating. Staff are not good role models and fail to instil appropriate social manners. In contrast, children seated in the adjoining room have a much better mealtime experience with plenty of social interaction from staff.
- The manager provides ongoing support to the staff. They attend frequent supervision meetings, which enables them to discuss their practice. The manager sources a range of training opportunities and encourages staff to

access online training. The staff team work closely together. They share information about children's learning and care routines, which helps to support children as they move up to the next room.

- Partnerships with parents are good. Staff upload information to an online system. This enables parents to see their children's achievements, progress and how they have been during the day. Parents comment on how happy they are with their children's care and many shared how sad they are that their children's time at the nursery has come to end as they leave to go to school.
- Staff have good relationships with local schoolteachers, which helps children to confidently take the next step in their learning. There are good links with external professionals, such as speech and language therapists who work with staff to support children with special educational needs and/or disabilities (SEND). Children with SEND are supported well and make good progress based on their individual starting points.
- Staff know their key children well. They act on children's emerging interests and quickly provide activities, which inspire and capture their curiosity. For example, when children develop a fascination with helicopters, staff use a variety of ways to extend their learning. They show children pictures, and encourage them to draw their own helicopter before making one out of dough and pipe cleaners.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in staff deployment means that children's safety is not assured as staff do not supervise children effectively. However, all staff have a clear understanding of child protection. They know the possible signs and symptoms which could indicate a child is at risk of harm or abuse and what to do in the event of any concerns. Staff understand the risks to children posed by wider safeguarding issues, such as radicalisation. Regular training helps to keep staff updated and aware of changes to guidance.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff are effectively deployed to supervise and meet the needs of all children	01/10/2021
improve staff's understanding of maintaining good hygiene practices, specifically around mealtimes.	01/10/2021

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

- improve staff's understanding of how to effectively organise daily routines, such as mealtimes, to support children's social skills.

Setting details

Unique reference number	EY334078
Local authority	Essex
Inspection number	10205626
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 4
Total number of places	118
Number of children on roll	160
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01245421341
Date of previous inspection	9 March 2018

Information about this early years setting

Kiddi Caru Nursery registered in 2006. It is open from Monday to Friday throughout the year, apart from bank holidays and one week in December. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 39 members of staff employed to work with the children. Of these, 29 hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed all areas of the nursery and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021