

Inspection of Kiddi Caru Nursery

Kiddi Caru Day Nursery, York Road, BURGESS HILL, West Sussex RH15 9TT

Inspection date: 16 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children have many opportunities for outdoor play. Here, they explore the resources set out by staff to help children to initiate and create their own play and learning. For example, young children enjoy the sensory experience of playing with the toy animals in water and shaving foam. Older children become engrossed in looking at leaves, learning about how and why leaves fall from the trees in autumn. Some staff clearly understand the plan for the curriculum and implement this well. However, this is not consistent and not all staff's interactions and play with children is as effective in extending learning experiences. Some staff, occasionally, allow daily nursery routines to take precedence over providing high-quality interactions.

Most children have a key person to enable them to build secure attachments with staff from the start, but this is not consistent across the nursery. However, staff do show a secure knowledge of children's levels of development and learning needs. Children learn to manage their behaviour and staff sensitively encourage and support incidents that arise. Children access an environment that is clean, and staff undertake appropriate hygiene regimes. However, the risk assessment process is sometimes less effective, and staff do not consistently highlight and remove hazards.

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

- The manager is new to the setting and is realistic in her assessments of the provision. She has clear and ambitious actions for improvement, including for the curriculum. The setting has recently been through many staff changes, causing a slightly unsettling time. This has contributed to some breaches of requirement, although these do not have a significant impact on children's well-being and learning.
- Staff state that they feel supported by leaders and know that they can approach the manager or her deputy. They understand that leaders will listen to their concerns and that support will be given or action taken. Staff have regular meetings with leaders, enabling them to explore further training and development opportunities.
- Children enjoy taking the lead in their play and learning experiences and are able to make friends with others. Some staff are highly skilled in their interactions with children. They make the most of every opportunity and bring in all areas of learning. However, this is not fully consistent across the provision. For example, staff do not always maintain children's interest in an activity as they are distracted by other tasks. Some staff do not plan routines effectively and children become distressed while they have to wait. Also, after mealtimes, staff persist in clearing up rather than consistently meeting the needs of children.

- Staff actively seek support for children with special educational needs and/or disabilities. This enables early diagnosis and support plans to be implemented without delay and for gaps in learning to close swiftly. The special educational needs coordinator fully understands her role and responsibilities and effectively supports children and staff. For example, when children move from one age group room to the next, she works with children and staff to ensure that this is an easy progression. Staff use additional funding children receive successfully and specifically to enhance the outcomes for individuals.
- The setting operates a key-person system, which supports children to develop relationships with staff and enhances children's emotional well-being. However, this system is not consistently adhered to. Although staff do know children well, this does not fully support children to build highly effective bonds with staff from the outset.
- Staff foster effective partnerships with parents. They speak highly of the ways staff communicate with them, including how they welcome the use of an online system. They comment that this helps them to understand their child's level of development and how they can support their children's learning at home.
- Staff are aware of children's family backgrounds and cultures. However, staff do not purposefully explore and plan ways in which they can successfully embrace children's heritage and cultural backgrounds. This does not fully support all children's awareness of similarities and differences in their community and wider world.
- Staff, occasionally, question children without giving them the time they need to process their thoughts and respond. This does not fully support children to enhance their communication and language skills. However, children do show great delight as staff animatedly sing songs and read stories. For example, young children clap their hands and move their bodies to the music and toddlers and older children sit and cuddle with staff as they enjoy their favourite stories.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out risk assessments. However, on occasions, their assessments do not always highlight and minimise all potential hazards. For example, they do not always identify small or broken resources or monitor messy play activities to prevent children from slipping over. The manager follows safer recruitment procedures to ensure that staff caring for children are suitable. Staff have a clear knowledge of child protection issues, including the wider aspects of safeguarding. They understand their roles and responsibilities in keeping children safe and how to refer any concerns that they may have about children or adults.

What does the setting need to do to improve?

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

	Due date
build on support for staff to enable them to offer consistently high levels of interaction and play experiences for children, while effectively incorporating nursery routines	14/10/2021
ensure that every child is allocated a key person to enable all children to build secure attachments from the outset	14/10/2021
ensure that the risk assessment process is effective in highlighting and minimising hazards in the environment	14/10/2021
support staff to enhance their understanding of how to enable children to share their ideas, providing them with the time they need to process questions and to verbalise their response.	14/10/2021

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

- strengthen how staff embrace children's cultural backgrounds and heritage to support children to reflect on differences and understand what makes them unique.

Setting details

Unique reference number	EY357124
Local authority	West Sussex
Inspection number	10206754
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	100
Number of children on roll	158
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01444 257 971
Date of previous inspection	15 March 2018

Information about this early years setting

Kiddi Caru Nursery registered in 2007. It is open from 7.30am to 6.30pm on Mondays to Fridays all year round. There are 23 members of staff, 17 of whom hold early years qualifications between level 6 and level 2. The nursery is in receipt of funding to provide free early education for three- and four-year-old children.

Information about this inspection

Inspector
Helen Penticost

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 provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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