

Inspection of Kiddi Caru Nursery

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

Inspection date: 20 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children have good relationships with their key person and other staff, who remember their names even if they are not based in the same room. Children quickly form strong bonds with their special person and seek them out to share their ideas, thoughts and achievements. This helps to support children's personal, social and emotional development. Babies settle into their room easily. They are supported at all times by attentive key staff, which helps them to form a strong relationship from which to explore their new surroundings. They gradually move further away from their special person, safe in the knowledge they are not far away.

Older children share their ideas with staff, who help them to create drawings and models based on their thoughts. For example, when children ask for help to draw a tow truck, staff are on hand to help bring their ideas to life, creating models from construction bricks. Mealtimes are well organised. Children enjoy these social times, where they are able to interact, listen to staff and their friends, and develop their social skills. Staff are on hand to help children cut their food and practise pouring water into their cups. Children behave well. They understand staff's expectations for their behaviour and act accordingly. For example, children know how to stay safe in the forest school area.

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

- Children benefit from an ambitious curriculum. Overall, staff make good use of questions and discussions to help children extend their ideas and support their learning. However, not all staff are as confident and skilled to ensure that the quality of teaching is consistently high across the nursery.
- Staff encourage babies to explore resources, such as clear tubes with sparkles and different colours inside. They talk to babies about what happens when they shake the tubes. Toddlers enjoy playing outside in the garden, pushing small prams and using ride-on toys. Indoors, they sit down on mats inside to listen to songs and rhymes, following staff's lead to copy their actions and hand movements. However, sometimes, activities last too long, which means the youngest children do not always remain engaged.
- Older children confidently create obstacles using tyres and wooden planks in the forest school, which they then bounce on. Staff encourage children to risk assess what they are doing to help keep themselves safe. For example, children know that if they wedge the plank into the tyre, it is then secure for them to stand on.
- The management have worked hard to improve staff's practice. Actions set at the last inspection have been met and staff work very well together, within their own rooms and the nursery, as a team. Staff have lots of opportunities to complete training to update their knowledge.

- Children make good progress in relation to their starting points. Staff know their key children's interests and current stage of development. They use this information to plan for what children need to learn next. Regular assessment helps staff to monitor children's achievements and close any gaps that emerge in their learning.
- Parent partnerships are good. Staff regularly inform parents about their children's learning and progress. They encourage parents to share what their children are doing at home and any milestones that are reached, such as babies taking their first steps.
- Staff work effectively with other professionals to help support children with special educational needs and/or disabilities. Regular meetings between staff, parents and specialists help to inform learning plans, which provide continuity in supporting children's development and care.
- Staff have good links with school teachers from the various schools which children will attend when the time comes. Information is exchanged between settings to enable teachers to understand children's stages of development. This helps to provide continuity in children's learning as they move on to the next stage in their education.
- Children of all ages have lots of opportunities to develop their communication and language skills. Older children repeat favourite sentences from well-known books as they listen intently when staff read to them. Babies use their voices to communicate with staff, who acknowledge and respond to their early babbles and sounds.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular training to ensure that they have a clear understanding of the signs and symptoms which may indicate that a child is at risk of harm or abuse. They know what they should do in the event of any concerns. The managers constantly ask staff questions about child protection to test their knowledge. Updates to government guidance is shared with staff during team meetings, which further helps them to understand the dangers posed to children. Risk assessments are thorough and revisited daily to help keep children safe, including prior to any children going into the forest school area.

What does the setting need to do to improve?

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

- develop the consistency of staff's teaching skills to extend children's learning to the highest level
- support staff to plan and adapt group activities to encourage all children, including the youngest, to take part and remain engaged.

Setting details

Unique reference number	EY334078
Local authority	Essex
Inspection number	10206944
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	163
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01245421341
Date of previous inspection	26 August 2021

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 35 members of staff employed to work with the children. Of these, 25 hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation of a learning activity with the manager.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.

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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