

Inspection of Kiddi Caru Nursery

Hythe Quay, Colchester, Essex CO2 8JB

Inspection date: 8 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at the nursery. They settle with ease and form secure attachments to staff. Children explore the well-resourced environment confidently. Babies enjoy song time with staff. Staff repeat words, such as 'shake, shake, shake', supporting children's early language. Babies babble, gurgle and excitedly clap along and move their bodies to the music. Young babies experience tummy time and develop their early physical skills. They are encouraged by staff to reach for objects nearby. Children develop an awareness of the world around them. They take part in recycling projects and staff educate them on how they can 'safeguard the world'. Children enjoy looking at pictures of insects and searching for them in the garden. When they have identified what they are, they mark them off on their lists.

Children learn vital skills that they need, ready for school. They take part in daily 'move-and-groove' sessions where they practise skills, such as getting dressed into their physical education kits. Children talk about their feelings and learn the importance of looking after their well-being. They enjoy taking part in daily yoga sessions. Children learn that their opinions and thoughts are valued by staff and each other. Children place cotton wool balls in plastic cups as a way of voting for which story book they would like to read later in the day. Even the youngest of children develop their independence and communicate their needs. Babies crawl into their beds when they are tired, learning how to self-regulate.

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

- The leadership team is passionate and dedicated to their role. They have extensive knowledge about how young children learn best. The leadership team role models best practice to staff regularly.
- Staff feel valued and respected by the leadership team. Staff are encouraged to take time for themselves and look after their mental health and well-being.
- Partnerships with parents are effective. Parents comment that their children make good progress and settle well. Staff update parents regularly on their children's progress and advise how they can support learning at home.
- Staff are very confident and proud of the work they do. They are very clear of their roles and responsibilities. Staff hold themselves accountable for ensuring that all children receive quality care and education.
- Partnerships with other professionals are successful. Health visitors praise the setting for the support they provide to children and families.
- Staff value all children and place a high importance on including everyone. They teach all children sign language so everyone can join in and communicate with each other. This also helps children to develop good communication and language skills from an early age.

- The leadership team monitors children's needs and stages of development. They identify where additional funding would be best spent. For example, they have recently purchased school role-play equipment to support children with their move to school.
- Staff manage children's allergies well and keep them safe. They obtain detailed information from parents about children's needs. Staff are all trained to identify and respond to any symptoms. They are knowledgeable about the care they need to provide for the children.
- Children with special educational needs and/or disabilities are supported well. Staff have an extensive knowledge of their individual needs and seek appropriate outside support to enhance children's development.
- Staff know their key children well and talk about them fondly. They understand children's needs and adapt their practice to ensure that any gaps in children's development are addressed.
- The leadership team oversees staff practice and identifies areas for improvement well. However, sometimes, what they intend for children to learn is not consistently implemented by staff. For example, staff sometimes do not give children enough time to respond to questions and this is something the leadership team intends for staff to be doing.
- The nursery cook prepares freshly cooked, nutritious meals. Children enjoy sitting down for lunch and eating with staff and their peers. However, staff sometimes prioritise daily routines over children's play and learning, which means children's engagement is sometimes interrupted earlier than necessary.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the possible signs and symptoms of abuse. They understand the action to take if they are concerned about a child and have a good understanding of the nursery's safeguarding procedures. Staff are clear about how to raise their concerns to outside agencies if they believe managers are not taking action. Robust recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Staff have a clear understanding of their responsibility to report to the leadership team any changes to their circumstances that may affect their suitability.

What does the setting need to do to improve?

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

- support all staff to gain a greater understanding of the curriculum and how to deliver it in practice, in order to take the quality of teaching to the highest level
- adapt the organisation of routines so that children's play and learning time is maximised.

Setting details

Unique reference number	EY229919
Local authority	Essex
Inspection number	10225717
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	104
Number of children on roll	92
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01206 871700
Date of previous inspection	27 March 2018

Information about this early years setting

Kiddi Caru Nursery registered in 2002 and is one of many nurseries owned by a private company. The nursery employs 24 members of childcare staff. Of these, 18 hold appropriate qualifications at level 2 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daniella Adams

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 deputy manager and area manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff, children and the local health visitor spoke to the inspector during the inspection.
- The deputy manager and the inspector carried out a joint observation of an activity.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed 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.

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