

Inspection of Kiddi Caru Day Nursery and Preschool

Unit 10-12 Chatmohr Estate, Crawley Hill West Wellow, Rosmey, Hampshire SO51
6AP

Inspection date: 28 February 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children develop strong relationships with their key person and most settle quickly on arrival. Older children demonstrate good independence as they explore the resources available to them in their room base. They enjoy using their imagination and keenly share how they made a volcano out of a box. Children discuss how they are tigers who are running around hunting their food, animals being a topic they have learned about recently. They confidently use scissors, rolling pins and cutters with play dough to make sandwiches, sausage rolls and drinks for the adults and children around them.

Toddlers enjoy exploring the indoor climbing equipment, sitting with staff to listen to stories and using pencils and paper to make pictures. They enjoy being in the garden and are happy to have their snack out there. They demonstrate their growing coordination skills as they spoon their snacks on to their plates for themselves. The youngest children enjoy cuddles and close interaction with the staff. They enjoy song times and playing with the different resources around the room. Babies receive encouragement to crawl, pull themselves up and cruise around the furniture. This helps to strengthen their muscles and build on their balance and coordination skills. Throughout the nursery, children learn to share and take turns. They develop a good understanding of what is expected of them and generally behave well.

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

- The management team has a clear focus on how they would like the provision to develop. They encourage professional development and provide training and support for staff progression. However, at inspection, it was identified that the mentoring process to support staff who are advancing their roles was not fully embedded in practice.
- Communication between staff about some of the youngest children's needs was not robust. This, on occasion, led to staff not swiftly identifying and implementing some of these children's needs, such as sleep and feed routines. Nonetheless, staff were caring and providing comfort to these children while this was being sorted.
- Children receive clear instructions on what is expected of them, and their behaviour, during their play and adult-led activities. However, during periods of transition, such as mealtimes and getting ready to go outside, staff's focus is on getting ready for these events. This leads to a few older children then running around or acting silly rather than being involved in the process or remaining engaged in their learning.
- Management implements robust recruitment and induction processes. The provider ensures that all suitability checks are in place before the staff go to

work at one of their settings. New staff state that they receive a comprehensive induction. All staff share how they can access regular training. They have regular supervision sessions, make ongoing suitability declarations and consult with management to agree on targets for their ongoing professional development.

- Staff place a strong emphasis on identifying gaps in children's learning and development. Children with emerging and identified additional needs receive good support. Staff work with parents and other agencies to implement targets to assist them, for example in developing their speech and building on children's emotional confidence. They all work together to put plans in place to assist children to reach their full potential.
- Parents state that their children are happy attending the setting and that they themselves have no concerns. They share how staff keep them involved and informed in their children's achievements. The key-person system works well to ensure that children and their families build strong links with each other.
- Staff promote children's personal hygiene skills throughout the day. Babies learn to use a wipe to clean their hands, and staff tell them before wiping their nose and reinforce that the tissue goes into the bin. Toddlers are very confident to wash their own hands after nappy changing and before food. Outside, they use wet flannels to wash their hands before snacks and do so confidently. Older children understand the need to wash their hands after using the bathroom, after outside play and before eating. They know where to find tissues to blow their nose and the importance of putting their 'germs' in the bin.
- Children benefit greatly from the focus staff place on meeting and developing their communication, social and physical skills. Staff use children's interests to provide activities and play opportunities that enable them to build on children's learning in all areas well.
- Children receive a healthy and varied diet. Staff are aware of the risk of choking and sit with the children as they eat. Robust procedures are in place to ensure that those children with allergies or dietary requirements only receive food that they should. Staff use mealtimes to build on children's personal independence skills and increase their awareness of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

Designated safeguarding leads demonstrate their secure knowledge of their role and the importance of it in safeguarding children. They undertake training regularly to keep their knowledge current. All staff have completed safeguarding training and keep their knowledge up to date. They know who to contact to seek advice and how to follow up any potential concerns. Managers regularly assess staff's knowledge of safeguarding and share information at staff meetings to build on this. Staff complete risk assessments to help keep children safe, including following effective hygiene routines to minimise the risk of COVID-19 and cross-infection.

What does the setting need to do to improve?

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

	Due date
improve the support and mentoring given to those staff taking new responsibilities, to enable them to develop the skills they need to fulfil these effectively.	29/03/2022

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

- review and improve the systems for sharing information between staff in the baby room to ensure all staff are aware of how to respond swiftly to meet babies' needs
- review the organisation and deployment of staff during periods of transition, such as mealtimes and getting ready to go outside, to help all children stay focused and engaged in purposeful learning.

Setting details

Unique reference number	2638140
Local authority	Hampshire
Inspection number	10214487
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	80
Number of children on roll	67
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01794 324269
Date of previous inspection	Not applicable

Information about this early years setting

Kiddi Caru Day Nursery and Preschool is situated near Romsey, Hampshire. It re-registered in 2021 under the ownership of The Childcare Corporation Limited. The hours of operation are 7.30am to 6pm. There are 12 staff who work directly with the children, eight of whom hold relevant childcare qualifications at level 3. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Anne Nicholson

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 manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation in the baby room with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to management, staff and children to gather their views.

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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