

# Inspection of Kiddi Caru Nursery

Ashleigh Way, Langage Business Park, Plympton, Plymouth, Devon PL7 5JX

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Inspection date: 24 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled at this setting. They make good use of the inviting inside and outside learning spaces and activities based on their interests. Children enjoy learning and are inquisitive as they investigate things that interest them. For example, in the garden, the children find a spider. They creatively build a 'spider web bridge' to enable the spider to travel across the whole construction area. Children work cooperatively to use the boxes, tubes and masking tape. They consider how the spider might travel.

Children develop their vocabulary and communication skills and are confident in making choices and expressing their views. Support for children with special educational needs and/or disabilities is good. Staff know the children very well and use this knowledge to ensure that all children get the best out of their time in the setting.

Children learn to regulate their own behaviour well. They are kind and respectful of each other and their environment. Staff support babies and younger children to settle quickly, providing them with their individual comforters and gentle reassuring cuddles. Staff support children to socialise and play cooperatively and to learn skills missed due to the isolation caused by the COVID-19 pandemic.

Children make good progress from their individual starting points. Staff encourage curiosity and provide exciting learning experiences. For example, children use ice to create an environment for sea animals. Children learn how the ice feels and ask questions about why the ice gets smaller as it melts.

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

- Parents praise the highly effective partnership they have with staff at this nursery. They feel the key-person system is central to their children being able to settle quickly. Staff build strong bonds with the children and their family. They provide good care and reassurance. Parents feel their children have made good progress with their confidence and vocabulary development.
- Staff support children's communication and language development well. Children experience a range of activities that support early literacy skills, such as learning to sing and sign, listen to stories and explore mark making. Children are confident communicators and express their views through gesture, words and alternative communication systems. Print and photos within the rooms and outside inspire children to ask questions.
- Children learn about different cultures, festivals and languages. For example, children learn French during their play and routines. Staff use print around the room to label objects in French. Children celebrate a range of cultural events

across the year. They have access to a range of books and resources that consider our diverse society. They learn about choice and tolerance as part of everyday play.

- Staff plan a curriculum based on children's interests and development. They know the children's likes, dislikes and next developmental steps well. However, they do not always incorporate individual learning opportunities into play. Although staff encourage children to express their choice about activities they want to engage in, at times children choose not to take part in activities. This means they are not always challenged sufficiently to try new experiences.
- Children learn about making healthy choices at snack and mealtimes. The chef provides nutritious meals with consideration of dietary requirements and allergies. Children independently manage their utensils to feed themselves and enjoy this social occasion together. Children follow good hygiene and self-care routines. They have quickly become familiar with additional handwashing arrangements. Children learn to become more independent with toileting routines. There are clear procedures in place, should a child become ill or have an accident while at the setting.
- Children learn about bugs and animals in different environments. Staff encourage them to plant seeds and watch them grow. Children adapt role play to act out what they know. For example, the home corner becomes a hairdresser's salon, where the children discover hairbrushes and what they can do. The adults provide resources and enable children to extend their play. While there is a rich and varied range of experiences on offer to the children, early numeracy skills are not always promoted through play and routines, to extend children's mathematical skills even further.
- The manager and her deputy have a clear vision for the development of the nursery. For example, they want to develop the outside area and consider accessibility for all children. Staff paperwork has been considerably reduced, enabling them more quality time with the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of how to ensure children's safety and well-being in a range of situations. They are able to confidently identify any signs or symptoms that may cause a concern, and know what to do and who to speak to. There are robust systems in place for the safe recruitment and induction of staff to ensure they are suitable. Managers provide regular supervision and support to ensure staff have opportunities to enhance their work with children. They provide training in safeguarding and paediatric first aid to ensure children's welfare. Staff support children to manage risks in their play. For example, they decide how to move down the slide and keep themselves safe.

## **What does the setting need to do to improve?**

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

- sequence the curriculum more precisely, so that staff teaching meets and challenges children's individual needs even further
- provide further opportunities for children to explore and problem solve activities with numbers, shapes and patterns to extend their already good mathematical skills.

## Setting details

<b>Unique reference number</b>	EY346353
<b>Local authority</b>	Devon
<b>Inspection number</b>	10126015
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	160
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Telephone number</b>	01752 330469
<b>Date of previous inspection</b>	27 April 2016

## Information about this early years setting

Kiddi Caru Nursery belongs to the chain of nurseries owned and managed by The Childcare Corporation, based in Hampshire. It has been operating under the current registration since January 2007, but has been running on this site since 2004. The nursery operates from two storey, purpose-built accommodation on a business park in Plympton, Devon. The nursery is open Monday to Friday from 8am to 6pm, all year round. A team of 29 staff work with the children, all of whom have relevant childcare qualifications. The nursery receives free early years education funding for children aged two, three and four years.

## Information about this inspection

### Inspectors

Dilys Vincent  
Joanne Steward

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors completed joint observations with the manager and her deputy.
- The inspectors held meetings with the manager and looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspectors spoke to parents during the inspection and took account of their views.
- The inspectors spoke with staff and children during the inspection.
- The inspectors observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.

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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