

Inspection of Kiddi Caru Nursery

1a Felsted, Caldecotte, Milton Keynes MK7 8FD

Inspection date: 15 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children flourish and thrive at this nursery, where their unique personalities and interests are nurtured and celebrated. They form close and loving attachments with the incredibly kind and caring staff. For instance, babies smile and laugh as they roll baubles back and forth with their key person. They blow kisses and wave as staff greet them or leave the room. A highly-effective, key-person system means that every child has an adult that knows them extremely well.

Children are inquisitive, curious and motivated to learn. They are excited to explore and discover what they can do from the rich range of activities and experiences staff provide. For example, toddlers squeal with laughter as they touch ice and feel the cold sensation. They watch in awe as the ice begins to melt into water. Staff clearly explain what is happening and support children to make links between the snowy weather outside. Children play harmoniously alongside one another as they add paint to the water and become immersed in the sensory experience of expanding the activity. Pre-school children discuss the smell of different spices as they make their own winter dough. They remember the new vocabulary they have learned, such as 'ginger' and 'cinnamon.' They work together and listen to each other's ideas as they make predictions about how their mixtures will change. Children are polite and considerate of one another and consistently display good behaviour. Children, including those with special educational needs and/or disabilities, make excellent progress.

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

- Staff provide exceptional experiences for children to learn about each other's families and communities, and gain a detailed understanding of how they are different and similar to others. For instance, children talk about what they do during winter festivals and delight in telling their friends about how they prepare for Christmas. Leaders set up a food bank that children contribute to. They teach children about giving to others and the importance of being caring and helpful in the community.
- Children take pride in being selected to be a 'safety spy,' as they help check the outdoor space for hazards. They relish the responsibility and develop their understanding of how to keep themselves safe. Children listen carefully to safety instructions. They talk to staff about what they remember about how they can keep warm, walk safely and enjoy being outside in the cold weather.
- Staff place the utmost importance on encouraging children's independence. The ability of the children to confidently do things for themselves is exemplary. This is consistently embedded across the nursery. For example, the youngest toddlers know where to find tissues to blow their nose and instinctively do this for themselves. They use a mirror and remember to put their tissues in the bin

before washing their hands. They are extremely capable for their young age. Staff encourage children to complete any task they can manage for themselves. They give children time to master these skills. These foundations ensure children are well prepared for their next stage in learning.

- Overall, the majority of staff's teaching is of high quality. Staff sing, read to children and engage them in meaningful conversations. They give clear explanations to children, encourage them to think critically and extend their growing vocabulary by introducing them to new words. However, this quality is not consistently applied by all staff across the setting. At times, although they are sensitive and responsive, some staff do not interact with the youngest children in a way that supports the development of their early communication and language to the highest level.
- The manager and staff encourage parents to share in the wonderful experiences children enjoy at nursery. Parents have access to a wealth of resources. For instance, children take home decoration-making kits with instructions to complete with their families. They bring back the snowflakes they have made and proudly display these on their Christmas tree. Children share pictures of completing these with their families. The manager's focus on involving families is highly effective in developing children's sense of self-worth and belonging.
- The manager is passionate about ensuring the well-being of her staff team. She goes above and beyond to ensure her staff are supported. For example, arranging team building meetings, mindfulness sessions and creating a relaxing staff room. Staff comment on how valued and appreciated they feel. The manager recognises the high importance a happy and healthy team has on providing the best quality of care to children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place the highest priority on ensuring their staff team understand their role in safeguarding children. Staff know what to do if they are concerned about a child. They understand the signs and symptoms that indicate a child may be suffering from abuse. Staff are aware of the company's whistle-blowing policy and the procedures to follow if they are concerned about the conduct of adults working with children. Staff and children regularly practise evacuation procedures so that children are familiar with what to do in the event of an emergency. Staff teach children to keep safe when using tools and equipment. For instance, children use knives and graters when helping prepare food. They understand how to do this safely and carefully.

What does the setting need to do to improve?

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

- increase support for staff to improve the quality of interactions with the youngest children, so that all staff are consistently promoting children's early communication and language development.

Setting details

Unique reference number	EY393830
Local authority	Milton Keynes
Inspection number	10263244
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	89
Number of children on roll	138
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01908 367245
Date of previous inspection	25 April 2017

Information about this early years setting

Kiddi Caru Nursery registered in 2009. It is located at Caldecotte Lake in Milton Keynes, Buckinghamshire. It is run by The Childcare Corporation Limited. The nursery is open on weekdays, from 7.30am to 6.30pm, for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 29 staff, of whom 11 hold relevant qualifications at level 3 and above.

Information about this inspection

Inspector

Alice M Roberts

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector took part in a joint observation of a group activity.
- 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.

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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