

Inspection of Kiddi Caru Day Nursery and Preschool

36 Springwell Road, Hounslow TW5 9EJ

Inspection date: 20 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children are welcomed into the nursery by friendly staff and settle quickly. They are confident, happy and have a good sense of belonging in the nursery. Staff are nurturing and engaging. They offer children cuddles and reassurance when needed, creating a warm atmosphere throughout the nursery. Children are motivated to learn. For example, older children carefully count dinosaurs with their friends and staff. Staff know children well and offer encouragement and pride when they observe children make progress in their learning. Children are proud of their achievements. For instance, children happily show the inspector their drawings, explaining it is 'a triangle, for my sister'.

Children behave well. They demonstrate a great deal of kindness to their friends, staff and visitors. For example, older children give each other 'high fives', as they build towers out of bricks. They offer each other encouragement and admiration as they do. Babies confidently come over to the inspector and offer her soft toys when she joins them on the carpet, demonstrating that they understand how to share and take turns.

Staff plan a broad and diverse curriculum which promotes equality and considers children's interests. Families are well supported. Staff provide them with assistance in accessing additional support and advice when required. Children with special educational needs and or/disabilities are swiftly identified and additional support measures are put into place. Staff work closely with outside agencies, to ensure that each child has the best opportunities to gain equal access to what the nursery has to offer. Therefore, all children make good progress from their starting points in learning.

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

- The experienced manager evaluates and reflects on the the quality of the provision well. She is passionate about supporting staff's practice and making changes where necessary. For example, the environment in the baby room has been recently developed, to create more freedom of choice for children. Babies are extremely confident to move around the room, choosing activities that they want to engage in.
- Staff encourage children to be independent. They offer them lots of praise as they try to do things for themselves. This helps to build children's confidence and sense of responsibility effectively. For example, older children carefully serve their own food at lunchtime. Younger children find their water bottles when they are thirsty. All children make their own choices throughout the day, such as when they want to go outside or what activities they want to participate in.
- Children develop a love of books from a young age. They enjoy sharing stories

with staff. Babies bring books to the inspector to look at together, pointing at different things on the pages and attempting to say what they can see. Older children enjoy snuggling in with staff as they look at books together.

- Overall, staff plan activities well. They support children as they transition through the different activities throughout the day. However, some routine activities, such as lunchtime, are not as well organised. Some children have to wait an extended amount of time for their turn to serve themselves food. This wait means that some children become restless.
- Staff focus on developing children's communication skills. They model the use of spoken English well. Staff speak slowly and clearly, using simple words and phrases to support children's understanding. Staff describe what children are doing and ask lots of questions, encouraging children to answer. Children are strong communicators. For example, during group time on the carpet, older children confidently tell staff that the year is 2023 and the month is January. Babies ask staff for 'more please' during snack time, demonstrating how they express their needs and how to ask politely.
- Staff engage with children and are passionate about supporting children's development. Staff plan activities that capture children's interests and show genuine enthusiasm in what children are doing. For example, staff spot a song children are singing and join in with them. Children show immense joy with this and together they sing the song a few times. Toddlers enjoy using their hands to roll dough, demonstrating their physical development. Overall, teaching is good. However, at times, some staff who are less confident are not consistent in creating opportunities to further enhance toddlers' learning.
- Partnerships with parents is good. Parents comment on the support which they receive from the staff and the manager, especially with funding and additional support. They note that their children have become more confident and social since starting nursery. Staff regularly update parents on what children are learning and how this learning can be continued at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the possible risks to children. They know what to do if they have a concern about a child or a member of staff and the procedures to follow. The manager regularly tests the knowledge of staff and makes sure that their safeguarding training is always up to date. This includes a range of issues, such as the 'Prevent' duty and female genital mutilation. Regular staff meetings and supervision sessions are used to discuss any safeguarding concerns.

Recruitment of staff is robust, and the manager checks their ongoing suitability. Staff carry out daily risk assessments, and appropriate action is taken to ensure children's safety at all times.

What does the setting need to do to improve?

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

- review the organisation of the daily routines to ensure that children remain focused and engaged
- support staff to consistently create opportunities that further enhance toddlers' learning and development.

Setting details

Unique reference number	2636613
Local authority	Hounslow
Inspection number	10275826
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	96
Number of children on roll	82
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	020 8577 2133
Date of previous inspection	Not applicable

Information about this early years setting

Kiddi Caru Day Nursery and Preschool registered in 2021. It is located in the borough of Hounslow. The nursery employs 15 members of childcare staff, 10 of whom hold an appropriate qualification at level 2 or above. The nursery is open all year round, from 7.30am to 6.30pm, Monday to Friday. The nursery provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- This was the first routine inspection the setting 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 observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to children to find out about their time at the setting.
- Staff spoke to the inspector, and parents shared their views of the nursery during the inspection.

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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