

Inspection of Kiddi Caru Nursery

22-24 Farm Road, Wellingborough, Northamptonshire NN8 4UF

Inspection date: 25 January 2023

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

On arrival, children excitedly lead their parents to their room and enthusiastically talk about what they are going to do. The staff warmly welcome the children and the parents. This supports children to settle into the nursery quickly. Children demonstrate they feel safe and secure as they confidently navigate the nursery. They select from a wide range of resources and activities on offer. Children show a positive attitude to learning and confidently lead their play. They are continually developing their independence and take responsibility for their own care needs. Children access fresh drinking water from a dispenser, serve their own food and independently wipe their noses.

Babies are welcomed into a calm, relaxing environment. The carefully thought out rooms enable babies to practise the skills they need for walking. For instance, low-level shelving is stocked with interesting objects that entice babies to pull themselves to stand. Toddlers are engrossed in play as they push dried flowers into play dough. Staff use play to support language as they introduce words, such as crunchy and soft. Children learn about the natural world they live in. Pre-school children are avid explorers as they seek out ice in the garden to further investigate. They use picture boards to identify birds as they excitedly spot a magpie and a robin.

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

- Managers and staff have built a broad and sequenced curriculum that covers all seven areas of learning. Staff use children's assessments to plan exciting and engaging activities that build on what children already know and can do.
- The key-person system ensures that staff know the children well. The staff accurately track children's development and are quick to identify children who may need additional support. They work closely with parents and multi-agency professionals to ensure children with special educational needs and/or disabilities receive the correct support. This ensures all children make good progress from their starting points.
- Staff support children's communication and language well and consistently introduce new vocabulary as they play. Staff use questions to extend children's thinking. However, staff do not always encourage children to listen to each other's thoughts and opinions. This can lead to some children not answering questions due to more confident children quickly responding.
- Overall, children's behaviour is good. Children are confident and independent as they select activities of their choice. They are eager to try new and interesting activities and show pride in their achievements. Staff are good role models and remind children to use good manners and follow expected behaviour. However, staff do not always explain why some behaviours are inappropriate or

consistently talk to the children about the impact of their behaviour on others.

- Parents are extremely happy with the care and education that the staff provide. Parents say they find it beneficial to enter the nursery when dropping children off and collecting them. They comment that seeing their children at play and talking to their key worker gives the nursery a 'family feel'. This personal approach supports communication and children's well-being.
- The nursery cook provides a nutritious menu. Children learn about healthy lifestyles as staff engage in conversations with them during snack and mealtimes. Children are familiar with the good daily hygiene routine and remember when to wash their hands. Children take part in tooth brushing activities as they read books and take walks to visit the local dentist, where they learn about good oral health.
- The manager and staff provide an inclusive environment, where children and their families feel valued and welcome. Staff make effective use of books to teach children about diversity and ensure children's family structures and backgrounds are reflected in the nursery. For instance, children share family photos of celebrations from home. Staff use this to extend children's learning about other cultures.
- The manager is passionate about children's learning and the experiences they have in the nursery. They ensure staff receive regular training to develop their skills and knowledge, supporting their continuous professional development. The well-being of staff is prioritised, and staff report that they feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Management regularly checks staff's knowledge and understanding of safeguarding. They ensure safeguarding concerns, such as female genital mutilation and the 'Prevent' duty, are recognised. Staff are confident in identifying the signs that a child may be at risk of harm. They understand the procedures for reporting any concerns, including an accusation made against themselves or another member of staff. There are recruitment processes in place to ensure staff are recruited safely and ongoing suitability is checked. Staff understand the nursery's mobile phone policy. Staff follow thorough risk assessments to maintain safe indoor and outdoor environments.

What does the setting need to do to improve?

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

- extend staff's understanding of how to help children behave well and understand the impact their behaviour has on others
- support staff to develop a more consistent approach to encouraging all children to listen to others and contribute to discussions.

Setting details

Unique reference number	EY353509
Local authority	North Northamptonshire
Inspection number	10235096
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	1 to 4
Total number of places	103
Number of children on roll	150
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01933 678325
Date of previous inspection	6 March 2017

Information about this early years setting

Kiddi Caru Nursery registered in 2007 and is located in Wellingborough, Northamptonshire. The nursery employs 36 members of childcare staff. Of these, 25 hold appropriate early years qualifications between level 2 and 6. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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