

# Inspection of Kiddi Caru Nursery

The Valley Park Centre, Sugar Way, Peterborough PE2 9QB

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Inspection date: 8 February 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very content and demonstrate that they feel safe and secure at the nursery. They establish strong relationships with the kind and nurturing staff. Babies babble and smile as staff respond and interact with them gently. They delight in exploring sensory play activities. For example, children curiously search for objects underneath shredded paper. This tactile experience helps to develop babies' cognitive skills in problem solving and object permanence.

Children develop mathematical knowledge as they measure out ingredients when making play dough with staff. They concentrate, listen intently and follow instructions. Children make scientific discoveries as they closely observe how the mixture changes and transforms when adding different ingredients. They use descriptive language like 'sticky' and 'soft', and staff introduce new words, such as 'cinnamon'. As a result, children develop a broad range of vocabulary.

Children freely access the well-resourced environment. They are very independent and competent to do things for themselves. For example, children skilfully pour their own drinks and serve themselves during mealtimes. Children play cooperatively and happily swap bicycles outside with each other. Staff regularly praise them for their efforts and acts of kindness. This helps to boost children's confidence and self-esteem.

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

- Parents talk positively about the care their children receive and are fully involved in their children's learning. For example, they are encouraged to borrow books and resources from the nursery to support their children's education further at home. Parents are kept well informed of their progress through regular online updates and termly reports.
- Staff provide good opportunities for children to develop their literacy skills. For instance, children listen to stories and talk about what is happening in the book. Staff ask children questions and link events in the story to real-life experiences. This helps children to make connections and promotes engagement. Children are confident and enthusiastic to share their own stories, thoughts and ideas with other children in the group.
- Children demonstrate very good behaviour. For example, during a music session, children patiently wait their turn to share the musical instruments and props. They enthusiastically sing along and join in with repeated refrains and actions. They develop good physical skills as they move their bodies to music.
- Staff promptly identify gaps in children's learning and swiftly put strategies in place to help them move forward in their education. For example, they use visual timetables effectively with children with special educational needs and/or

disabilities (SEND) to help them understand what will happen next during the day. Children with SEND are supported well to join in activities and mealtimes with other children, which strengthens their social and communication skills. Staff speak regularly with other professionals to review children's progress and share information about their learning and development.

- Staff implement robust procedures to support children with allergies and medical conditions. For example, a colour-coded system is in place to help identify children with allergies. In addition, a designated member of staff is assigned to sit next to those children during mealtimes. This ensures children are protected and not exposed to risks.
- The leadership and management team has sufficient overview of the nursery. The team has identified strengths and areas for further development, such as evaluating systems for children who speak English as an additional language. The leadership team is passionate and strives to deliver high-quality care and education. However, systems for monitoring the quality of staff practice are not securely embedded, to raise the already good teaching skills to a higher level.
- Staff know the children well and are knowledgeable about child development. They implement a broad and balanced curriculum and provide activities based on children's interests. However, at times, when planning an activity, it is not always precise enough in identifying what they want children to learn. This means that children's learning is not maximised.

## Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their responsibilities to safeguard children. They attend child protection training to keep their knowledge up to date and are able to recognise the signs and symptoms of potential abuse and/or neglect, including wider issues such as radicalisation and extremism. Staff know the procedure to follow and the appropriate agencies to report to should they have any concerns about a child in their care. Safer recruitment procedures are implemented effectively to ensure that all staff are suitable to work with children. Furthermore, staff's deployment is effective throughout the nursery, and children are well supervised 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:**

- strengthen the monitoring of staff practice so that it focuses more specifically on developing staff's already good teaching skills to an even higher level
- improve planning to identify more precisely what children need to learn from an activity so that their learning is maximised.

## Setting details

<b>Unique reference number</b>	EY277757
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10264546
<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 4
<b>Total number of places</b>	121
<b>Number of children on roll</b>	178
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Telephone number</b>	01733 895 592
<b>Date of previous inspection</b>	19 June 2017

## Information about this early years setting

Kiddi Caru Nursery registered in 2004 and is situated in Peterborough. The nursery employs 42 members of childcare staff. Of these, 22 hold appropriate early years qualifications from level 2 to 5. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Marie Walker  
Carly Mooney

## 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 manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspectors observed the interactions between staff and children.
- The manager and inspectors carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspectors.
- The inspectors 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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