

# Inspection of Kiddi Caru Nursery

Church Langley, Harlow, Essex CM17 9LW

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Inspection date: 31 March 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

The quality of the provision on offer at the nursery has declined since the last inspection. There has been a high turnover of staff in a short period of time and this has had a significant impact on children's welfare and learning. The provider has not ensured that agency staff receive a thorough induction when they start. This means they do not understand their role and responsibilities in assuring children's well-being.

Managers try to deploy staff effectively. For instance, they ensure that agency staff are not left in charge of rooms. Despite this, poor staffing arrangements mean that children's needs are not fully met. Room leaders and children's key persons are frequently sent to work in other rooms. This places additional pressure and responsibility on other staff, who sometimes feel overwhelmed by this. As a result, children become unsettled and upset. They are unable to form meaningful bonds with their key person who knows them best, and their learning and development needs are not fully supported.

Older children are independent and complete tasks for themselves. For instance, children in the pre-school room get changed into dry clothes by themselves when they return indoors from playing outside. This helps to prepare them for moving on to school.

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

- Leaders understand the curriculum and know what they want children to learn. Staff demonstrate that they are able to build on children's learning successfully if they have the time to work with their key children. However, poor staff deployment overall, means that these positive interactions are minimal. This often leads to children wandering around without focus and missing out on valuable learning opportunities.
- Staff are frequently busy completing routine tasks, which means that they cannot provide children with meaningful interactions to build on their existing knowledge. For example, children sit in front of a tablet watching a story or programme so that staff can prepare for the next stage in the day. As a result, children do not make good progress in their learning and development.
- Children do not receive consistent support to recognise how to interact positively with others. Staff do not take the time to model positive behaviour or explain why some behaviour is unacceptable. Therefore, children do not fully understand what staff expect of them. For instance, when children use their feet to kick others, staff simply tell them to stop without explaining why this behaviour is not appropriate. Furthermore, staff ask children with limited language skills to 'use their words' to solve conflicts with their friends. This is not

developmentally appropriate for these children.

- Staff do not receive effective support when they take on new roles within the nursery, leading to them being unsure of how to carry out the role successfully. This is important when staff have specific roles to support children with particular needs, such as the special educational needs coordinator. Purposeful supervision meetings are not taking place regularly. As a result, staff feel demotivated and unsupported. They do not have a clear plan in place to develop their practice further and are not set clear targets to work towards in their roles. This contributes towards the overall poor quality of teaching.
- The procedures for record-keeping are inadequate. Some records are not up to date, incomplete or missing. For instance, accident record-keeping is poor and some accident reports could not be found on the day of inspection. This results in a lack of information-sharing between managers, parents and other staff who work directly with children. Appropriate support for children is not put in place and some emerging patterns relating to accidents, potential risks and safeguarding go unmonitored.
- Parents provide mixed reviews about their experiences at the nursery. Parents who are new to the nursery are generally happy. However, other parents feel that the personal communication with their child's key person has deteriorated. They receive a poor handover of information about their child, commenting that staff rely too heavily on the online app to communicate messages about their child's day. This is partly because the key person is often in a different room to their child. As a result, parents do not feel fully informed about the care their child receives or the progress they are making in their learning.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has not ensured that agency staff working directly with children are aware of the procedures to follow to raise concerns regarding children's welfare. For instance, they do not know who the designated safeguarding lead practitioners are, should they need to report any concerns about children. Despite this, staff who are directly employed by the nursery are able to identify possible signs of abuse and neglect. They are aware of how to raise concerns regarding their colleagues or children. Appropriate checks are carried out to ensure that those working directly with children are suitable.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
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implement appropriate procedures in line with the relevant local safeguarding partners to accurately monitor and report any concerns relating to children's welfare	28/04/2023
ensure agency staff who work directly with children understand the nursery safeguarding policy and procedures and are able to identify signs of possible abuse or neglect appropriately	28/04/2023
ensure that all accidents and injuries are documented and reported to parents as soon as possible	28/04/2023
ensure that the Special Educational Needs Coordinator receives appropriate support and guidance to help them meet the needs of children with special educational needs and/or disabilities effectively	28/04/2023
ensure that staffing arrangements meet children's needs at all times and that staff are deployed effectively to support children's well-being and learning	28/04/2023
implement an effective induction process to support staff, including agency staff, to understand their roles and responsibilities	28/04/2023
provide all staff with effective supervision to discuss their roles and identify appropriate opportunities for continuous professional development	28/04/2023
ensure all documentation is maintained appropriately so that it is easily accessible and available for inspection	28/04/2023
ensure an effective key-person system is in place where staff have opportunities to build relationships with families and share information with parents and carers about their child's time at the nursery	28/04/2023

improve staff's knowledge of effective behaviour management to ensure that they can provide children with clear guidance about what is expected of them.	28/04/2023
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**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
support staff to implement the curriculum effectively across the nursery to help children make good progress in their learning and development.	12/05/2023

## Setting details

<b>Unique reference number</b>	EY293679
<b>Local authority</b>	Essex
<b>Inspection number</b>	10283725
<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>	103
<b>Number of children on roll</b>	179
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Telephone number</b>	01279 626111
<b>Date of previous inspection</b>	9 August 2022

## Information about this early years setting

Kiddi Caru Nursery registered in 2004 and is situated in Church Langley, Harlow. The nursery employs 27 members of staff, of whom 17 hold appropriate early years qualifications at level 2 or above. The nursery opens from 7am to 6.30pm, weekdays, all year round other than bank holidays, and is closed for a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Jenny Hardy  
Lyndsey Barwick

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors viewed a range of documentation, including accident records and staff suitability and qualification records.
- The deputy manager and lead inspector completed a learning walk together. They discussed the curriculum and what staff want children to learn.
- Parents spoke to the inspectors at various points throughout the inspection and the inspectors took account of their views.

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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