

Inspection of Kiddi Caru Day Nursery and Preschool

77 Park Road, Rushden NN10 0LH

Inspection date: 25 April 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

Staff are caring and attentive towards the children, and this helps children develop a sense of well-being and belonging at nursery. The positive relationships between children and the staff are clear. Babies giggle with delight, bob up and down and clap their hands when staff sing familiar songs to them. Two-year-old children develop confidence to explore the wide range of activities that are available to them. As they explore wooden cars together, children copy staff as staff show them how the cars roll down when they are on a slope.

Staff get to know children well and find out what they know already. They follow children's interests and plan effectively. This ensures that children take part in a range of experiences that help them make progress in their learning. Staff help children to think about what they are doing and to make their own decisions. For example, during an activity to make play dough, after discussion with staff, children choose how much water to put in the mixture. They talk about how the texture changes when the water is added and what it feels like on their hands. Children listen to the staff, and they benefit from staff's positive interactions as they play. Children are busy and interested in what they are doing, and this contributes to children showing good behaviour overall.

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

- The management and staff team work well together. Managers consider the staff's well-being, and they support and encourage staff to continually reflect on and develop their knowledge and skills. Ongoing coaching and discussions about how they work with the children help staff identify their own priorities for professional development. Recent changes to the curriculum, relating to staff being more mindful of children's feelings of well-being and belonging, have a positive impact on the relationships between staff and the children.
- Staff work effectively with children's parents. They keep parents informed about the activities their children enjoy and how these contribute to their learning. Staff find out about the things children do at home and consider ways they can broaden children's experiences. For example, children who have fewer opportunities to play outdoors benefit from walks to the local park, where they begin to learn about nature and develop their physical skills and stamina.
- Staff help children learn to be independent. Two-, three- and four-year-old children choose when they sit down to eat their meals and, with close supervision from staff, they learn to serve themselves. Staff encourage children to challenge themselves and take appropriate risks. Children who are eager to climb are carefully supervised by staff who teach them how to turn around and come down safely.
- Overall, children enjoy listening to stories read by the staff. Children's vocabulary

and communication skills are developing as they join in with familiar parts of favourite stories. However, occasionally, when staff read books to large groups of children, consideration is not given to the purpose of the activity or the individual needs of the children. As a result, some children are distracted and lose interest.

- Overall, children who speak English as an additional language have their home language valued and staff help them to learn English. However, there are some inconsistencies in how well these children are supported. Occasionally, some staff do not provide all children with the level of interaction they need to settle in when they first start attending.
- Parents make complimentary comments about the nursery. They say how well staff helped their child settle. Parents like the daily communication from staff, so they know about how their child's care routines are managed throughout the day. Parents comment on the progress their children make in relation to their confidence and how they are learning to share and take turns.
- Staff are effective in setting clear boundaries and expectations for children's behaviour. Children begin to understand the clear explanations staff give them about sharing and considering others as they play. For example, children know to wait for their turn on the slide and not to push their friends because they might hurt themselves. Close working partnerships with parents contribute to a consistent approach for children who require additional support to manage their behaviour.

Safeguarding

The arrangements for safeguarding are effective.

Staff take part in regular training and ongoing discussions, which helps ensure their knowledge about safeguarding remains up to date. Staff know how to recognise signs and symptoms of abuse and they know how to report any concerns that arise. There are thorough recruitment procedures in place that make checks to ensure new staff are suitable to work with children. Additionally, existing staff make declarations to confirm they remain suitable to work with children. Children's safety is given high priority. Staff are deployed effectively in the group rooms, and they keep children under appropriate supervision as they play and explore.

What does the setting need to do to improve?

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

- improve the organisation of large-group activities to ensure that they meet the needs of all children taking part and maintain their interest
- ensure that staff provide consistent support for children who speak English as an additional language to fully meet their needs.

Setting details

Unique reference number	2637899
Local authority	North Northamptonshire
Inspection number	10284486
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	113
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01933 410544
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 Rushden, Northamptonshire. The nursery opens Monday to Friday from 7.30am to 6pm, for 51 weeks of the year, except for bank holidays. There are 22 childcare staff employed, of whom 17 have early years qualifications between level 2 and 6, including two with qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Melanie Eastwell

Ruth Howard

Inspection activities

- This was the first routine inspection the nursery 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 inspectors observed the quality of education during a variety of activities, inside and outside, and assessed the impact this has on children's learning.
- The manager, deputy and both inspectors completed a learning walk together.
- One inspector carried out a joint observation of a group activity with the manager.
- The inspectors held a meeting with the manager, the deputy and the nominated individual. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke with staff and children during the inspection.
- The inspectors spoke to several parents during the inspection and 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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