

# Inspection of Caring Kindergartens

48 Hardwick Road, WELLINGBOROUGH, Northamptonshire NN8 5AD

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Inspection date: 11 May 2023

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

Children thrive in this welcoming and safe setting. Families are greeted by friendly staff at the door. Children are helped to settle quickly as they enter their individual rooms, choosing who and what they want to play with. Children have positive relationships with each other and staff. They show kindness and care towards others as they hug their friends who have been hurt. Staff praise them highly for their positive interactions, which promotes their self-esteem and confidence.

All children are encouraged by staff to be independent from an early age, and children demonstrate a willingness to do things for themselves. Babies recognise their own needs as they help themselves to their own drinks and find their own beds when it is time for sleep. When accessing the outdoors, older children decide whether they need their coats on or not. All children are encouraged to help themselves to fruit at snack time and serve their own food at lunch.

Staff help children to develop good physical skills as they explore the outdoors. Children greatly enjoy playing in the nursery garden, and staff help them to develop good physical skills. Babies and toddlers show good skills as staff guide them to carefully manoeuvre themselves over an obstacle course. Pre-school children run up ramps, use ropes to climb and show good coordination as they peddle bikes. All children show good small-muscle skills as they handle and use appropriate cups and cutlery at lunch, use paint brushes well, and enjoy learning how to thread string through holes.

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

- Overall, children of all ages behave well. Staff ensure that simple rules and expectations are embedded into practice, such as lining up at doors, sharing and listening to others. Overall, older children follow routines and comply with what is asked of them. However, staff are not consistent in how they manage older children's behaviour, including children with special educational needs and/or disabilities (SEND). For example, when children throw things on the floor, sometimes staff ask them to pick them up and sometimes they do not. Therefore, children do not learn about expectations and boundaries.
- Overall, staff engage children in conversations as they play. Toddlers repeat the names of animals, and staff model and repeat the correct use of words. Staff talk to children as they play, offering commentary to help them to hear a range of words. However, staff do not always recognise that less-confident children would benefit from more adult interactions to enhance their spoken skills further. This is particularly relevant for children who speak English as an additional language.
- All children make good progress in their learning and development, particularly

children aged three and under. Staff implement a clear and sequenced curriculum to prepare children well for the next stage in their learning. Older children extend their own learning. They listen to stories about space rockets and then use play equipment to build their own rocket. However, there are times when older children are not as well supported in their progress. This is somewhat due to changes in staffing as well as how the spaces for children are organised.

- Children with SEND or those who require additional support are identified early. Staff know these children well and provide appropriate spaces for them to use, such as a tent, as a calm space for them should they become overwhelmed. Staff work well with other agencies to ensure that all children who attend the setting make good progress.
- Leadership and management is good. The manager has a clear overview of the setting. They are well supported by senior leaders, and are highly supportive of the staff team. She closely monitors the good quality of education and care that staff provide. The manager and staff complete regular observations of practice to ensure that this is effective and meeting the needs of children. Regular supervision meetings ensure that staff have opportunities to discuss any well-being issues that they may have and training needs.
- Parents speak highly of the manager and staff, and praise them for the good learning and care offered to their children. They comment that their children are happy, and are kept well informed of how they are progressing in the setting. Good feedback is offered to every parent verbally and through an online system. Parents have many opportunities to share what their child learns at home. Workshops are offered to parents to help them to know how they can support their children further, such as helping children to be ready for starting school.

## Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager and wider management team, have a good knowledge of keeping children safe. They speak with confidence about potential signs and symptoms of abuse. All those working with children know what to do and who to report to should they believe a child to be at risk of harm. Safer recruitment procedures are followed to ensure that all those who work with children are safe and suitable. Staff complete thorough risk assessments in both the indoor and outdoor environments to help minimise any potential risks. Furthermore, children help to risk assess the play spaces to help them to learn how to recognise potential hazards and how to keep themselves safe.

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

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

- help staff who work with older children to develop their skills in supporting children who struggle with regulating their own behaviour
- implement strategies to help children who are less confident or struggling with their communication and language to develop their speaking skills further; this is with particular regard to those children who speak English as an additional language
- review the organisation and placement of staff in the upstairs rooms to ensure that they are able to consistently support every child to make the progress that they are capable of.

## Setting details

<b>Unique reference number</b>	220176
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10263853
<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>	120
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Caring Kindergartens Limited
<b>Registered person unique reference number</b>	RP522306
<b>Telephone number</b>	01933 225633
<b>Date of previous inspection</b>	15 May 2017

## Information about this early years setting

Caring Kindergartens registered in 2000 and is managed by Caring Kindergartens Ltd. It is situated in Wellingborough, Northamptonshire. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications between levels 2 and 6. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Alexandra Brouder  
Claire Muddimer

## 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 setting.
- The inspectors spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspectors completed two joint observations of activities and evaluated these with the manager.
- The inspectors reviewed relevant documentation, including the evidence of recruitment and suitability of the adults working with the children.
- The inspectors took account of the views of parents spoken to on the day of the inspection and from emailed testimonies.

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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