

Inspection of Kiddi Caru Day Nursery and Preschool

Unit 1, Warwick House, Beacon Bottom, Park Gate, SOUTHAMPTON SO31 7GQ

Inspection date: 23 May 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

Children and parents are greeted warmly by the manager and staff when they first arrive. Younger children settle quickly with their key person, and older children seek out staff for a hug. This shows that children form secure attachments with staff, which helps them to feel safe. Children understand routines and procedures. For instance, older children confidently find their photo name card and attach it to a peg. They take off their coats confidently and hang them up without the need for adult help. Staff offer words of encouragement to promote their confidence and self-esteem.

Children behave well. They learn about good manners while interacting with others. For example, during the snack routine, children use words such as 'please' and 'thank you'. Staff praise children's efforts as they work through tasks. This means that children feel valued.

Children's needs are met by the kind and sensitive staff. For instance, when babies are tired and upset, staff cuddle and gently rock them. They adapt their tone and level of speech to help children to feel calm and safe. Older children are encouraged to develop skills in independence, such as washing their hands, preparing snack and putting on appropriate clothing for outdoors.

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

- Children have access to fresh air and exercise. They have plenty of opportunities to develop their skills in physical development, using a rich variety of resources. Staff thoughtfully set out resources for babies to encourage crawling and early stages of walking. For example, staff make sure children can practise these skills safely. Older children have good opportunities to develop their skills and strength, as they confidently use the climbing wall. All children have many opportunities to develop the finger-muscle strength they need for writing. For example, they use age-appropriate resources, such as dough, chunky chalk and pens.
- Parents speak positively about the manager and staff. They comment that children are happy to attend, and that staff update them of children's progress. Parents give examples about how staff have helped them support children's development at home. For instance, parents explain how staff have helped to encourage their babies to walk independently and supported them with toilet training routines.
- The manager ensures that staff are appropriately trained. She encourages staff to seek out further training to enhance their continuous professional development. Staff report that they feel supported and enjoy their jobs. This helps to ensure that the environment is a happy and positive place for staff and

children.

- Overall, the quality of education is good. Leaders seek to find out what children know and can do when they start. They tailor children's next steps to their interests, ages and stages of development. However, not all staff are consistently providing quality interactions with children. This means that children are not always engaged in purposeful play.
- Staff encourage children's communication and language skills through songs, stories, and discussion. Staff introduce children to new words through rhyme and repetition. For example, during group story time children repeat words and phrases they have heard. This enhances their skills in literacy.
- Children develop an interest and respect for nature and the world around them. For example, children explore the outside environment using magnifying glasses. They look closely at caterpillar eggs and keep them safe. Children learn about the lifecycle of a frog. They use words such as 'eggs', 'tadpoles', 'froglets' and 'frogs'.
- Children learn about healthy lifestyles. They enjoy nutritious meals that are prepared and cooked on the premises by the nursery's cook, such as casserole and fresh fruit. This helps to ensure that children are well-nourished.
- Leaders support children during transitions to school. Teachers from local schools are invited to the nursery to meet the children. Staff share information about what children know and can do with schools. This provides continuity for children.
- The manager ensures that children with special educational needs and/or disabilities, and those in receipt of additional funding, such as early years pupil premium, have access to additional support. For example, parents are quickly signposted to other professionals for help. This ensures that children's individual needs are met through a targeted approach. The manager invests in specialist training for staff to support children with complex needs. This helps to improve outcomes for children, particularly those who are most vulnerable.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of how to keep children safe from harm. They understand the signs and symptoms of abuse and the procedures to follow if they are concerned for children's safety. The manager ensures that staff are suitable to work with children. All staff who work in the nursery have been appropriately checked, and their continued suitability is monitored appropriately. Leaders regularly arrange training to ensure that staff can refresh their knowledge of safeguarding. Staff help children learn how to keep themselves safe. For instance, staff remind children not to walk on the road track in the nursery's garden. This helps children understand road safety.

What does the setting need to do to improve?

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

- improve the support for less qualified and experienced staff to develop their teaching skills, so that children consistently benefit from high quality learning experiences.

Setting details

Unique reference number	2636672
Local authority	Hampshire
Inspection number	10291695
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 5
Total number of places	60
Number of children on roll	76
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01489 577778
Date of previous inspection	Not applicable

Information about this early years setting

Kiddi Caru Day Nursery and Preschool is located in Park Gate, Hampshire and registered in 2021. The nursery employs 16 members of childcare staff. The manager holds an appropriate early years qualification at level 5. Staff hold appropriate early years qualifications from level 3 to level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager, the deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children and staff spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector 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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