

Inspection of Kiddi Caru Day Nursery and Preschool

Brooklands House, 1637-1638 Parkway, Whiteley, Fareham PO15 7AH

Inspection date:

24 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

There are inconsistencies in the quality of children's experiences across the nursery. Older children and those with special educational needs and/or disabilities (SEND), for example, have less effective support for their learning. There is no named person in the role of special educational needs coordinator (SENCo), as required.

Despite these weaknesses, children are happy and settled in the staff's care. Children separate confidently from their parents and carers in the morning and are eager to explore the nursery environment. They are generally self-motivated and busy, although older children are less engaged than younger children. They are independent and know where to find the resources they want to play with. Older children, for example, find scissors to use, and younger children their favourite diggers and animals. Children demonstrate they feel safe in the staff's care. Babies, for example, choose to sit on the friendly staff's knees as they enjoy singing sessions. Children receive positive praise and warm encouragement from staff as they play. This helps to support their emotional well-being.

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

- Leaders and managers have systems in place to supervise staff, such as through peer observations and regular meetings. However, these are not effective in ensuring all staff have the skills and knowledge to support children's learning. The manager has clear aims for children at the nursery through a planned curriculum. However, not all staff understand or implement the curriculum to a good quality. On occasion, some staff limit children's learning opportunities. For example, they do not recognise where small adjustments would help children to engage more readily in their play. Some children are reluctant to wear aprons, for instance, to play with water or to paint. When staff insist, this puts them off from their play. Therefore, not all children take part in activities that are designed to support their learning.
- There is no SENCo in place. This has resulted in a poorly designed curriculum for children with SEND. Their individual learning needs are not fully met and they are not able to make good progress in their learning. Children with SEND are not all ready to move on to the next stage in their education.
- Staff know the children they care for well. They know what interests them and use this knowledge to support their learning. For instance, babies squeal with excitement as staff blow bubbles for them to try and catch. Staff encourage babies to move around and explore confidently. They support children's physical development well.
- Young children take part in activities that support their independence skills. For example, they use diggers to fill and empty pots with sand. This later helps

children to pour their own drinks at mealtimes. Children show they are proud of their achievements, announcing loudly, 'I did it'.

- Older children play cooperatively. They form secure friendships with one another. Children show they are fascinated by a ladybird they find outdoors. Staff encourage children to explore what they already know about ladybirds and share this with their friends. They are interested and take part in lively discussions. However, at times, staff ask questions but do not wait for children to think and respond. They add in more questions or supply answers before children can reply. This does not fully support children's ability to think critically.
- Across the nursery, all children enjoy a range of nutritious meals and snacks. Staff supervise children effectively when they are eating. They are positive role models for children and support them to develop good manners. Children learn about good hygiene routines, such as handwashing before eating. They enjoy time to play outdoors in the fresh air every day. Children are supported to develop active and healthy lifestyles.
- Parents report they enjoy the 'community' and 'family feel' of the nursery. They say their children are happily settled with the staff. Parents comment on the good levels of communication from the staff who care for their children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have a robust recruitment and induction process in place. This ensures staff are suitable to work with children. All staff attend safeguarding training before they start to work with children. This helps to ensure that safeguarding is given the highest priority in the nursery. Staff are confident in their role to keep children safe. They understand the signs and indicators of possible abuse. Staff know what actions to take if they have any concerns about children's welfare. Staff understand the procedure to follow if they have any concerns about their colleagues.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure there is effective support and supervision for staff to help them implement a well-planned curriculum that focuses on supporting all children, including those with SEND	25/07/2023

ensure there is a suitable named SENCo in place at all times to support children with SEND.	25/06/2023
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To further improve the quality of the early years provision, the provider should:

- strengthen support for staff to provide children with more time to think, answer and respond to questions in order to help to develop their thinking skills and language.

Setting details

Unique reference number	2636680
Local authority	Hampshire
Inspection number	10291696
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	63
Number of children on roll	69
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01489 580583
Date of previous inspection	Not applicable

Information about this early years setting

Kiddi Caru Day Nursery and Preschool registered in 2021. The setting is located in Whitely, Hampshire. The setting is open from 7am to 6pm, Monday to Friday, throughout the year. There are 13 staff who work with the children, of whom seven are qualified at level 3. The setting receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided indoors and outside and assessed the impact this was having on children's learning.
- The inspector talked to the staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector and provider, manager and regional manager. The inspector looked at relevant documentation and saw evidence of suitability of staff.
- Parents shared their views of the setting with the inspector.

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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