

Inspection of Kiddi Caru Nursery

7 Holme Street, Bedford, Bedfordshire MK42 9AU

Inspection date: 8 June 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the nursery. They enthusiastically learn through their purposeful play and through the meaningful interactions they have with highly receptive and skilled staff. Babies and very young children feel flour and pour water to help make their own play dough. Older children build on a similar activity, recalling the ingredients and quantities they need to make their dough. They work out what to do if they think their mixture feels too dry or too wet before adding herbs and spices to make their dough unique. Children say it smells 'delicious' and is soft to knead. Later, children use the dough to help them strengthen their hand muscles. They use songs to describe the movements they use while they roll, squash and chop their dough. This contributes to children's readiness for writing.

Very young children show their fascination for sea creatures frozen in ice. They tap the ice and rummage in the shallow tray to find other creatures and plants. They spontaneously return to the tray throughout the day, feeling the water when the ice begins to melt. Staff narrate what children see and feel and talk about the objects found. They give children time to repeat words and find out what they remember when children go back to the tray. This helps to build on children's developing vocabulary and understanding of the world around them.

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

- The dedicated manager has very high expectations of the staff. She supports them to continually develop their professional knowledge, helping to ensure highly effective teaching methods are consistently used throughout the nursery. This contributes to the excellent progress children make in their learning and development.
- Staff know the children very well. They use their accurate assessment of children's progress to create a child-centred curriculum that builds on what each child already knows and understands. Staff sensitively move children's learning on at a pace suited to their needs. Through their excellent understanding of sequential teaching, staff ensure children are immersed in memorable and meaningful activity. Children foster a love for books, and babies thrive in an environment of two-way communication to help promote excellent skills in communication and language.
- Children with special educational needs and/or disabilities are supported very well. Dedicated staff work closely with external professionals to help ensure that the support and care given is tailored to the precise needs of children. Detailed plans are shared with parents, helping to ensure that appropriate, consistent support is given at home and at nursery.
- The manager and staff have exceptionally good relationships with parents and carers. Although parents do not routinely come inside the nursery to drop off

and collect their children, staff ensure that a wide range of resources, information, fresh fruit and a small foodbank are always accessible. In addition, parents are welcome to spend time sharing stories and games with their children in a purposefully created nook inside the building. Regular open days focusing on different celebrations and activities encourage parents to spend time with children and staff in the nursery, further strengthening their relationships. Through their understanding of children's lives at home, staff plan activities and provide resources that introduce new and exciting experiences to children, helping to accelerate learning.

- Children are encouraged to take well-managed and age appropriate risk in their play. Staff help children think through how they can keep themselves and others safe. For example, staff ask children what a familiar nursery character, 'Risky Roo', would advise them to do while they climb, balance or use tools in their play. This helps to strengthen children's ability to self-regulate their activity and build resilience. Staff are effectively deployed, allowing children to choose the location in which they prefer to learn. They sing a song while they are supervised to walk up and down the stairs and know to put on sun hats and sunscreen in hot and sunny weather. This contributes to children's awareness of personal safety.
- Children behave very well. Minor disputes are quickly resolved through negotiation. Staff give gentle reminders when necessary, helping children consider the feelings of others. Children are curious, enthusiastic learners. They remain occupied throughout the day. Staff do not rush children to make decisions, allowing them to strengthen their skills in thinking and solving problems and to build resilience while they persevere to complete what they are doing. Staff effectively use their professional judgement to know when to let children play and learn without interruption. This contributes to children's ability to independently learn in preparation for school.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures staff are suitable to work with children. A robust induction helps staff to ensure that they quickly become familiar with the detailed policies and procedures they need to follow to record and report any concerns they have about children. The manager ensures that all staff receive regular training, join in discussions and answer questions about safeguarding. This contributes to staff's strong knowledge and understanding of how to identify when a child might be at risk of harm. This includes having an awareness of wider family circumstances that may impact children's well-being.

Setting details

Unique reference number	EY217012
Local authority	Bedford
Inspection number	10288839
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	95
Number of children on roll	167
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01234 272262
Date of previous inspection	2 November 2017

Information about this early years setting

Kiddi Caru Nursery registered in 2001. The nursery opens Monday to Friday, all year round, except for bank holidays and a week between Christmas and New Year. Sessions are from 7.30am until 6.30pm. The nursery employs 24 members of staff. Of these, 16 hold early years qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children. Children with additional funding are also supported in the nursery.

Information about this inspection

Inspector

Katrina Rodden

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 manager and has taken this into consideration in her evaluation of the nursery.
- The manager took the inspector on a learning walk of the nursery. She described how the curriculum is planned and delivered in all the rooms and garden.
- The inspector observed activities in the nursery and garden. She spoke to staff and children at appropriate times throughout the inspection.
- A joint observation took place. The inspector and manager watched an activity before the manager evaluated the quality of teaching they saw.
- The inspector looked at a range of documents, including the evidence of suitability checks for staff, records of complaints and examples of communication with parents.
- A small number of parents spoke to the inspector at the nursery and on the telephone. The inspector took their views into account during her evaluation of the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023