

Inspection of Kiddi Caru Day Nursery and Preschool

Wade Park Farm, Salisbury Road, Ower, Romsey, Hampshire SO51 6AG

Inspection date: 27 June 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 meet friendly and enthusiastic staff on arrival. Staff ensure there is a flexible settling-in process to enable all children to confidently enter the nursery. They identify that children struggling to settle is an area for development after the impact of the COVID-19 pandemic. Children are safe and secure, and they develop strong bonds with their key person. Staff know the children well and successfully identify their next steps. This is particularly the case for children with special educational needs and/or disabilities (SEND). All children make good progress and confidently develop personal, social and emotional skills.

Children have access to a well-organised outside space. This allows them to get fresh air and exercise. Children develop physical skills from using the different resources available. For example, they experience balancing on climbing frames and scooping and pouring in the sand and water pits. Children learn to look after themselves. For example, they wear sun cream and hats when playing outside in the warm weather and drink from easily accessible water bottles. Children behave well and respect staff and each other. They make friends and engage well in play together.

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

- Staff are effective in planning an environment based on children's interests and next steps. For example, younger children learn to walk with walkers and child-height equipment. Staff have high expectations for behaviour in the nursery. They are quick to remind children of the rules and boundaries, such as not to throw a toy across the room. Children listen and act on instruction. This helps them learn to self-regulate and manage their own behaviour.
- Staff encourage children to make healthy choices. For example, staff provide balanced, home-cooked snacks and meals. This learning is successfully extended by activities planned by other staff members. For example, the nursery cook organises weekly cookery classes, and children plant and grow tomatoes. Children benefit from exciting activities with all staff while learning about the world around them.
- Staff support children to be independent as they prepare for their move to school. They encourage children to master skills such as choosing their own lunch and pouring their own drinks. Children are independent learners and explore the environment around them. Staff introduce adult-led activities to support their interests and to give children more focused learning. However, on occasion, staff deployment is not fully effective in supporting social interactions with children.
- The manager fully supports the well-being and mental health of staff. They say she is very approachable, supportive and understanding. Staff attend regular

meetings to discuss certain topics, such as their key children and any concerns they may have. Staff have constant access to training courses to help extend their early years knowledge further. They feel comfortable identifying further training needed and approaching the manager with this. This provides the best possible learning outcomes for children.

- Parents and carers are very complimentary about staff at the nursery. They say staff are very approachable and always give feedback about their children's day at drop-off and pick-up times. Parents explain how they also receive feedback and photos regarding their children's progress, for example through an online assessment tool and at parents' evening. They state that their children are always enthusiastic to attend each day and excitedly talk about their day on the journey home. Parents say children settle very well and that there is an effective transition when children are old enough to move to the pre-school room. They explain that children are happy and make good progress.
- Staff are effective in encouraging children to talk during activities. For example, during a play dough-making activity outdoors, they ask children to identify colours and count scoops of flour to encourage conversations. This helps develop children's communication and language skills, as well as introducing mathematical words and skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and child protection. They can identify signs of neglect, radicalisation and physical abuse. Staff can explain the process involved when they have a concern about an adult or child. They know who to escalate this to and are aware of who the designated safeguarding lead is. Staff know where to access policies and more information regarding safeguarding, including contact details. The manager has a thorough safeguarding process and a process for checking staff suitability.

What does the setting need to do to improve?

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

- review and improve the deployment of staff to allow more effective social interactions with children.

Setting details

Unique reference number	2638128
Local authority	Hampshire
Inspection number	10295713
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	55
Number of children on roll	78
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	023 8081 4400
Date of previous inspection	Not applicable

Information about this early years setting

Kiddi Caru Day Nursery and Preschool registered in 2021. The nursery is situated in Ower, Hampshire. Sessions run from Monday to Friday, between 7.30am to 6pm, all year round. There are 15 members of staff, 11 of whom hold an early years qualification up to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Murray

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 that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to several parents and carers during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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