

Inspection of Kiddi Caru Nursery

The Kilns, Watercolour Development, Redhill, Surrey RH1 2NX

Inspection date: 6 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed as they arrive and happily leave their parents. They show great enthusiasm and curiosity when they explore the activities on offer. Staff use their assessments of children's development well and invest time in getting to know the children and their families. Staff successfully plan a varied curriculum around children's interests and what they need to learn next. For example, children excitedly master the skill of mixing paint as they enthusiastically paint pictures for their parents. Children recall information that they have learned about spiders. For instance, they use positional language, such as 'under the stones', as they discuss where they have found tiny spiders. Children learn the importance of caring for the environment and creatures as they chat about how they should 'be quiet to not frighten the spiders'.

Children have established close bonds with their key persons. They demonstrate that they are confident and comfortable in their environment. The manager and team fully consider children's individuality, and speak knowledgeably about the children. They are committed to ensuring that the nursery is a welcoming, inclusive and child-friendly place to learn. Resources are easily accessible for children to self-select and lead their own play. Children delight in using water sprayers to clean toys and have fun using them to play chasing games with staff. They are confident communicators and excitedly tell visitors about the different plant seeds they are growing, how far they can jump on the obstacle courses and how to make mud pies.

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

- Staff teach children independence skills effectively, such as eating with cutlery and serving themselves at lunchtime. Staff help younger children master tasks by themselves, such as putting on their aprons before art and craft activities and wiping their own noses through short instructions and modelling how to do it. Children's independence skills are supported consistently well and this a strength of the staff teaching in the nursery.
- Children are well-prepared for their eventual move to school. Staff provide opportunities for older children to participate in group activities, such as 'show and tell'. For example, they collect natural objects from their regular walks to the park and share their exciting finds with the group. Children's behaviour is exceptional, and they understand what is acceptable. They listen intently at group time and thoroughly enjoy interactive stories. They know to put their hands up if they want to ask questions, and positively respond to requests from the staff. Children understand their feelings and regularly explain how they feel and how their actions affect others. For instance, children explain what makes them sad and how others can help them to feel happy. Children use stones with

emotions drawn on them to explain their surprise and sad facial expressions.

- Staff fully understand the importance of supporting children's physical development. Young children and babies learn to crawl through tunnels. They smile broadly with joy as staff members meet them warmly at the other end. All children benefit from weekly sessions led and taught by staff, such as dance, sensory and yoga sessions. This has a positive impact on their developing coordination skills and strengthens their core muscles.
- The manager and her team understand the importance of engaging parents in their children's learning. Partnership with parents is well-established. Parents say how impressed they are with the 'wonderful' staff team. Communication is good and parents comment that they feel comfortable leaving their children, secure in the knowledge that they are kept safe.
- The staff engage children in meaningful conversation and provide running commentaries during activities. They have a clear comprehension of how children develop their conversation skills. They introduce new words and signs to support their ability to communicate and increase their vocabulary. Staff provide many opportunities for singing, and consistently use songs to support children's language development and to develop simple mathematics skills. Staff regularly ask questions to encourage children to think critically and solve problems.
- Staff are very knowledgeable and experienced. Staff provide good one-to-one support for children who have special educational needs and/or disabilities (SEND) to target their next steps in learning. However, occasionally, during whole group sessions staff do not offer children with SEND the same high-quality interactions that they receive in targeted activities, to fully support and extend their individual learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff at the nursery are committed to safeguarding children. They know the signs and symptoms that might indicate that children are at risk of harm. Staff are familiar with procedures for reporting concerns about children's welfare. They are vigilant in keeping children safe. For instance, they continually refresh their good knowledge and skills. Managers follow robust recruitment procedures to check that staff are and remain suitable to work with children. Staff practise regular fire drill procedures with children to ensure the safety of all individuals on the premises.

What does the setting need to do to improve?

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

- develop staff teaching skills to consistently include and extend all children's learning during large-group activities.

Setting details

Unique reference number	EY491816
Local authority	Surrey
Inspection number	10289241
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	100
Number of children on roll	148
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01737 762013
Date of previous inspection	16 November 2017

Information about this early years setting

Kiddi Caru Nursery registered in 2015. It is part of the Childcare Corporation group, which owns 75 nurseries. The nursery is located in Redhill, Surrey. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. A total of 29 staff work directly with the children. Of these, 20 staff hold relevant qualifications at level 2, 3 or 5.

Information about this inspection

Inspector

Bev Boyd

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 setting.
- The nursery's regional manager and inspector completed a learning walk together of all areas of the nursery, and the regional manager discussed the curriculum and what they want the children to learn.
- The inspector spoke with the nursery's regional manager about the leadership and management of the setting, and spoke with the special educational needs coordinator about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the regional manager.
- The inspector considered written feedback from the 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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