

Inspection of Kiddi Caru Nursery

Church Langley, Harlow, Essex CM17 9LW

Inspection date: 14 September 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

A number of positive changes have taken place at the nursery since the last inspection. These have had a positive impact on children's learning and development. Children form bonds with the staff who care for them and enjoy their time at nursery. Babies turn to staff for cuddles and reassurance and staff respond sensitively, recognising babies' cues and meeting their needs well.

Communication is at the heart of the curriculum, which has all children in mind. Staff in the baby room use gestures alongside words to aid children's understanding. They also use signs during routines and song time. Staff encourage younger children to use simple words and praise them for their efforts. The oldest children engage in meaningful discussions with staff. For instance, they speak about their feelings and why they feel the way they do.

Children become independent from a young age, with the support and encouragement of staff. Younger children wipe their own noses and dispose of their tissues for themselves. Older children are familiar with the routines of mealtimes, scraping their plates and putting their place mats away. The oldest children are fully aware of their own individual needs. For instance, they recognise that they need a specific bowl for dessert as they have a food intolerance.

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

- Leaders and managers have swiftly addressed the actions raised at the last inspection. They have worked hard to improve the learning environment, which is now more welcoming and encourages children to explore and develop their curiosity. The manager, who is relatively new to her role, has a clear vision for making further improvements. Staff comment that they feel more valued and happier in their roles.
- Communication with parents is strong. Staff use a variety of methods to keep them informed about what is happening at the nursery. Parents receive regular newsletters, which inform them about any staff changes or upcoming events. Parents build on their children's learning at home. They access various resources to take home and create models with their children. Families share their creations with the staff team, so that they can speak to children about what they have made when they return to nursery. This helps parents to feel involved in children's learning and supports children to build connections between nursery and home.
- Professional relationships between staff at the nursery and other agencies benefit the children. For instance, staff learn strategies to support children who have special educational needs and/or disabilities. This helps them to meet all children's needs effectively.

- Overall, staff interact well with children and the quality of education is good. Staff have completed a range of training since the last inspection. This includes training to promote children's positive behaviour. However, some staff who work directly with children require further support to raise the quality of their interactions to a consistently high standard, so that all children are able to make the most of the learning opportunities on offer.
- Children enjoy exploring and follow their own interests. Staff recognise children's curiosity and sensitively extend this. For instance, children are excited by puddles outdoors. Staff then suggest that they go and explore in the water tray to develop this interest further. This supports children to build on their learning.
- Children who speak English as an additional language receive good support. For instance, staff learn basic words in children's home languages so that children can communicate their needs effectively. Staff incorporate children's cultural celebrations into their planning and this builds on all children's awareness of the wider world around them.
- Managers carefully consider staff deployment and work hard to ensure that staffing is consistent in all rooms. This helps children to feel comfortable, and staff benefit from getting to know the children and their abilities. As a result, staff are able to provide parents with more relevant and meaningful feedback about their children's time at nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed a range of safeguarding training to strengthen their knowledge since the last inspection. A robust recruitment process is in place. Safeguarding information is shared with agency staff and they have a strong understanding of how to recognise and report concerns. Managers regularly monitor information, such as accident forms, to help them identify any concerns regarding children that may need to be shared with external agencies. Staff are aware of how to report concerns regarding colleagues and recognise how to raise their concerns further should they not be addressed.

What does the setting need to do to improve?

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

- support all staff who work directly with children to continue to develop their interactions and raise the quality of teaching to a consistently high level.

Setting details

Unique reference number	EY293679
Local authority	Essex
Inspection number	10290702
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	103
Number of children on roll	113
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01279 626111
Date of previous inspection	31 March 2023

Information about this early years setting

Kiddi Caru Nursery registered in 2004 and is situated in Church Langley, Harlow. The nursery employs 25 members of staff, of whom 19 hold appropriate early years qualifications at level 2 or above. The nursery opens from 7am to 6.30pm, weekdays, all year round other than bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Jenny Hardy
Lyndsey Barwick

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk and discussed what the intention is for children's learning across the nursery.
- Inspectors and the manager jointly observed staff interacting with children. They discussed the impact of these interactions on children's learning and development.
- Parents and carers shared their views and opinions of the nursery with inspectors.
- The inspectors viewed a range of documentation, including complaints logs and staff suitability documents.

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