

Inspection of Kiddi Caru Nursery

Emperor Way, Exeter Business Park, Exeter EX1 3QS

Inspection date: 10 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enter the nursery happily. They enjoy their time with their friends and familiar adults and are keen to learn. The curriculum is well designed to support children's interests and builds on what they need to learn next. Children benefit greatly from the supportive interactions from staff.

Older toddlers participate well in familiar songs and have good opportunities to decide which to sing. Staff encourage children with additional needs to engage in the activity. Children listen to the choices and have time to respond. Staff are patient and provide alternative options so that children know staff value their choices.

Older toddlers show curiosity as they explore, using their senses. Children hear new words as staff model language to compare the movements of a roller on the wooden floor and on the artificial grass. Babies thoroughly enjoy turn-taking games, such as rolling a tube to staff, screeching with excitement. They are confident to explore, knowing familiar adults are close by for support. Babies show pride in their achievements, for example responding to praise when they take a few steps. Older children confidently ask questions. For example, they ask why there is water on the food wrapping. Staff explain about 'condensation', and children make links with other experiences, for example that they have seen condensation on the car window in the morning.

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

- The manager is developing a well-thought-out curriculum that considers how children learn and focuses on sequencing children's learning. However, this is not yet fully embedded in the new staff team. On occasion, staff do not challenge children enough to reach their next steps in learning. The manager is delivering relevant training, coaching and guidance to support staff's professional development and to encourage more consistency in the quality of teaching throughout the nursery. For example, there has been a strong focus on developing skills to manage children's behaviour and developing children's emotional well-being.
- There are good opportunities for children to develop their communication and language skills, overall. During a focused activity, staff provide clear commentary as children decorate biscuits. This helps children, including those learning English as an additional language, to hear new vocabulary and to make links between the objects and the words. Children love listening to stories and use their knowledge to play imaginatively, for example in the mud kitchen.
- On occasion, staff working with younger children do not consider the environment to promote good listening and attention skills. For example, staff

who are setting up talk loudly, and staff have not considered quieter alternatives to wooden blocks on a wooden floor and the noise they make, which distracts older toddlers.

- Children keenly explore making marks and developing their early writing skills. For example, pre-school children use the chalk to draw animals on the floor. They work collaboratively and talk confidently about their markings. They listen to staff and copy their movements to improve their designs. Young toddlers make marks in the conditioner on a silver tray as staff model 'squiggly' lines, providing good opportunities for toddlers to use their senses to explore.
- Children behave well and are kind to each other. They play collaboratively in self-chosen activities, such as building dens together. Older children understand behavioural expectations. For example, children remind staff that they should choose children in order to share their ideas about space in a focused activity.
- Staff meet children's care needs successfully. Babies receive cuddles and reassurance from nurturing staff as they settle to sleep. There are good hygiene arrangements throughout the nursery, and children know these daily routines well. Staff supervise children effectively as they eat, and they encourage them to gain good independence skills. Pre-school children confidently serve themselves at lunchtime and pour their own drinks. They are polite and well-mannered as they wait their turn.
- Staff feel well motivated to fulfil their roles and responsibilities. They talk positively about the support and guidance they receive from the new manager. He is passionate about his role and has good insight into where to lead the nursery to ensure a consistently high-quality provision. He empowers staff to take responsibilities for their rooms. For example, staff have evaluated their play spaces and made improvements to provide more opportunities for children to learn and develop.
- There is good partnership with parents, who feel that the new management team addresses concerns promptly and keeps them well informed about their children's learning and care. Staff work closely with parents and other professionals to meet children's additional needs successfully.

Safeguarding

The arrangements for safeguarding are effective.

Staff help children to learn how to keep themselves safe. They provide clear explanations so that children know what might happen, for example if they run indoors. Staff use the superhero puppets well to reinforce the rules that keep children safe. There are rigorous recruitment and induction arrangements to ensure all staff, including agency staff, are vetted and understand their roles and responsibilities. Staff have good knowledge of the possible signs and/or symptoms that a child is at risk of harm. They understand the procedure to follow and know to report their concerns to the designated safeguarding lead (DSL). The DSL works closely with other agencies to ensure children remain safe.

What does the setting need to do to improve?

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

- develop further opportunities for younger children to speak, listen and develop their attention skills
- embed the curriculum and target teaching more precisely to enable consistently high-quality learning throughout the nursery.

Setting details

Unique reference number	EY346334
Local authority	Devon
Inspection number	10312873
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	132
Number of children on roll	195
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01392 445639
Date of previous inspection	16 November 2021

Information about this early years setting

Kiddi Caru Nursery registered in 2006. The nursery operates from the outskirts of Exeter, Devon. It is open each weekday from 7.30am to 6.30pm, for 51 weeks a year. There are 30 members of staff working directly with children. Of these, one holds qualified teacher status, two hold early years qualifications at level 6, 17 hold qualifications at level 3, and four hold qualifications at level 2. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rachael Williams

Victoria Nicolson

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager took one inspector on a learning walk to discuss the early years curriculum and what they want their children to learn.
- The manager joined the inspectors for two joint observations and discussed the quality of teaching.
- One inspector spoke with parents during the inspection and considered their views.
- The inspectors observed staff interactions with children and spoke to staff about their key children. The inspectors spoke with children and considered their views.
- One inspector conducted a leadership and management meeting.
- A sample of documentation was discussed and observed.

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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