

# Inspection of Caring Kindergartens

369 Birmingham Road, Stratford-upon-Avon, Warwickshire CV37 0RF

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Inspection date: 10 June 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

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**

Staff are friendly, kind and caring. As children arrive, staff greet them with warmth and enthusiasm. Staff develop strong bonds with children. They help children to acquire the skills and attitudes they need to help to prepare them for the next stage of learning and their eventual move on to school. Children form firm friendships and show kindness to each other. For example, when a child trips up, another child asks, 'Are you ok?' Staff teach children to be independent. Babies learn to feed themselves. Two- and three-year-old children serve their own food. Children follow good hygiene procedures. They wash their hands after playing outside and before they have their snack and their lunch.

Staff support children to develop good physical skills. In the garden, pre-school children run, jump and climb. Two-year-old children have great fun using exercise hoops. They show high levels of perseverance as they practise their techniques. Children ride around confidently on wheeled toys. Babies proudly practise their first steps while staff offer support and encouragement. All children develop a deep interest in books. They have access to a variety of fact and fiction literature. Children are happy and feel safe in this welcoming environment and develop a positive attitude towards learning.

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

- Managers have developed an ambitious curriculum that covers all areas of learning and encourages children to be curious and keen learners. Children in receipt of additional funding are monitored very closely. The manager liaises with staff, parents and other professionals to decide the most appropriate and beneficial way to use the funding.
- Managers are dedicated to improving learning experiences for children. They identify where there are gaps in staff's knowledge and support them to enhance their professional development. Managers provide staff with regular supervision meetings and prioritise their well-being.
- The special educational needs coordinator (SENCo) ensures that children with special educational needs and/or disabilities (SEND) receive timely interventions. The SENCo works with external professionals to put targeted plans in place to support these children to make the progress they are capable of.
- Staff form strong attachments with babies. They are highly attuned to babies' individual needs and know them well. Babies demonstrate that they are emotionally secure in the nursery as they smile and regularly snuggle up to the caring and nurturing staff for cuddles. Babies are provided with a range of opportunities to promote their curiosity and investigative skills. They discover that they can see their reflection in mirrors and can make various sounds as they bang different items together. Babies enjoy squeezing and pulling dough, which

helps to develop their hand muscles.

- Staff promote children's communication and language skills well. Staff speak clearly and model good language. As children talk, staff sensitively repeat back what children say so that they hear the correct pronunciation. Staff read stories with enthusiasm and use good questioning skills. However, on occasion, routine tasks take place at the same time. This results in children being distracted. They lose concentration and miss learning opportunities.
- Staff promote children's mathematical skills effectively. Across the nursery, children learn to count and recognise numbers and shapes.
- Staff support children to learn about the natural world and sustainability. Children plant and grow their own herbs, tomatoes and potatoes in the nursery garden. They learn how the nursery 'bug hotel' provides a safe space for insects so they can keep the environment healthy. Children learn about life cycles. However, there are occasions, in the room for two-year-old children, when the activities do not precisely match children's learning needs and interests. Consequently, at times, children become bored and wander unoccupied.
- Staff have high expectations for children's behaviour. They ensure that children are aware of the rules of the setting, and are consistent in their approach. Children learn to share, take turns and play cooperatively. Consequently, children are respectful towards adults and each other. They behave well.
- Staff carry out risk assessments to help to ensure the environment is safe for children to play in. The premises are secure, with access only possible by staff admission. Accident logs are completed as required. Fire drills are practised regularly.
- Staff develop good partnerships with parents. Parents highly recommend the nursery and say that their children are making good progress and enjoy attending. Parents are kept fully informed of their child's progress. They receive ideas on how they can support their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- review the organisation of routine tasks, so they do not disrupt children's learning
- support staff to consistently provide activities that match children's learning needs and interests.

## Setting details

<b>Unique reference number</b>	200548
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10345065
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Caring Kindergartens Limited
<b>Registered person unique reference number</b>	RP522306
<b>Telephone number</b>	01789 298563
<b>Date of previous inspection</b>	23 August 2018

## Information about this early years setting

Caring Kindergartens registered in 1997. The nursery employs 21 members of childcare staff, all of whom hold appropriate childcare qualifications at level 2 and above, including four staff who hold level 6 qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## 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's curriculum and what they want the children to learn. Staff talked to the inspector at appropriate times during the inspection.
- The inspector spoke with the manager, the deputy manager and the early years educational lead about the leadership and management of the setting. The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors. The impact that this has on children's learning was assessed by the inspector. The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.

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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