

Inspection of Kiddi Caru Nursery

The Willows, Nicholson Road, Torquay, Devon TQ2 7AZ

Inspection date: 23 July 2024

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

Staff warmly welcome children and their parents into the nursery at the start of each day. Children show they feel safe and secure. They smile and happily wave goodbye to their parents. Children learn about what makes them unique and develop a sense of self. For example, staff display photos of babies and toddlers on their pegs. These children look for their photo on arrival and hang their belongings up underneath. Pre-school-aged children draw a picture of themselves on their pegs. They learn to recognise whose picture is whose and learn more about similarity and difference.

Leaders implement a well-designed curriculum that supports all children to build on their physical skills. For example, children engage in yoga sessions and enhance their well-being. They improve their balance and core strength. Staff sequence children's early writing skills effectively. They help develop children's finger dexterity in preparation for when they go to school. Babies move their hands and arms around in sensory materials such as foam or flour. Toddlers use their fingers and tools to make marks with paint. Pre-school-aged children begin to understand that writing is for a purpose. They watch staff record written information. Staff encourage them to write their name when they are ready and praise them for their efforts.

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

- Children are independent. Staff help children to do tasks for themselves from an early age. Babies learn to wash their hands. Toddlers practise putting their shoes or coats on and find their belongings. Pre-school-aged children enjoy being 'special helpers' at lunchtime. They fill up small jugs of water for their friends and deliver them to the tables.
- Babies are curious about the world around them. Staff blow bubbles, and babies watch in awe and wonder as they float away. They clap and wave their arms when they disappear. Outside, older babies excitedly explore water play. They carefully pour water from small teapots into a tray. Staff teach them how to use a spoon and squeeze teabags into the side of a cup. Babies persevere and focus on this for an extended period of time.
- Staff support all children to make good progress. They work closely with parents and other professionals to help children work towards their next steps of development. For example, staff use teddy bears and storybooks to help pre-school-aged children self-regulate and verbalise their emotions. These children access these resources when they feel overwhelmed. They choose a teddy that represents a feeling and use breathing exercises to help calm and relax them.
- Toddlers use magnifying glasses to look at pretend spiders. Staff extend toddlers' knowledge of numbers. Together, they count how many legs on a

spider they can see. Toddlers take turns sharing the magnifying glasses. However, staff do not consistently support toddlers to manage their behaviour and develop a stronger sense of right and wrong. For example, staff do not always notice or promptly intervene when toddlers struggle to play positively with each other. At these times, toddlers become upset and frustrated, which impacts on their ability to learn.

- Staff provide pre-school-aged children with sunflowers to create observational drawings. They examine the patterns and colours of the leaves together. However, staff do not always organise adult-led activities to minimise background noise so all children can fully join in with group sessions and develop their listening skills further. For example, staff ask these children questions, such as 'What rhymes with petal?' Although some children answer, some cannot hear questions or contribute because of loud distractions nearby.
- Leaders provide training for staff to further children's communication and language skills. They provide training for staff to use hand signs with children when communicating. Following this, staff regularly use hand signs with children during the day. Babies, toddlers and pre-school-aged children copy these signs. They use them to help them express themselves and tell staff what they need.
- Parents welcome the information they receive on their children's progress. They value the 'activity bags' staff send home. Parents comment that these help their children settle on arrival and further their children's learning outside of the setting.

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:

- strengthen staff knowledge and understanding of how to manage children's behaviour to support toddlers to develop a stronger sense of right and wrong
- organise adult-led activities to minimise background noise so all children can fully join in with group sessions and develop their listening skills further.

Setting details

Unique reference number	EY346415
Local authority	Torbay
Inspection number	10349788
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	105
Number of children on roll	172
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01803 615400
Date of previous inspection	7 September 2018

Information about this early years setting

Kiddi Caru Nursery registered in 2006. The nursery operates from 8am to 6pm, Monday to Friday, all year round. The nursery employs 36 members of childcare staff. Of these, one holds a childcare qualification at level 5, 21 hold childcare qualifications at level 3 and one at level 2. There are 13 unqualified members of staff. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Jemma Honey

Leanne Edge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and an inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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