

Inspection of Kiddi Caru Nursery

Hythe Quay, Colchester, Essex CO2 8JB

Inspection date: 29 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

Children settle well and get involved in activities planned around their current interests. The atmosphere is calm and welcoming. Children chat with each other as they play with the trains or engage in play dough activities together. Children confidently approach new people, demonstrating that they feel safe and secure in the setting. Staff are positive in their interactions with children. They are polite and respectful to them and are good role models. When children are upset or tired, staff provide hugs and reassurance. This helps the children form strong and trusting relationships with staff.

Key persons have effective methods of developing relationships with, and seeking a wide range of information from, parents so they know the children well. Staff are effective in engaging with other professionals when needed, making referrals to external services, and signposting parents to support from other professionals. This helps to ensure that all children receive the support that they need so they can make progress in relation to their individual starting points.

Staff have implemented positive behaviour strategies for all children. Further personalised strategies are in place to support those children who may require them. Therefore, children generally behave well. They have formed friendships and show concern for each other. For example, when one of the younger children coughs, his friend gives him a pat on the back and checks he is okay.

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

- Leaders are reflective and have a clear and ambitious vision for the setting that is shared with the team. They strive to deliver high-quality care and education. The team works with the local authority and seeks out relevant training opportunities. They use evaluation effectively to make improvements to the setting. For example, they have recently changed the environment to ensure it better suits the varying needs of the current cohort of children.
- Children have ample opportunity to choose books to look at independently or with staff. Staff readily join them to read the books they have chosen. Staff introduce books that link to activities or children's interests. For example, after a shape-related activity, a story about shapes is shared. This helps children develop a love of stories and books.
- Staff work closely with other agencies to support children with special educational needs and/or disabilities. They liaise with parents to implement suitable, individualised strategies to support these children. They maintain appropriate records and share these as required with relevant agencies. This promotes consistency, both at home and within the setting.
- Staff know their key children well and are clear about what they want them to

learn next. They provide a wide range of activities and experiences that children are eager to participate in. They engage with children during their play and follow their interests. However, staff do not always identify times in children's play or during planned activities when they could extend their learning further. In addition, during routine times, children are not always well supported in learning to be independent. This means that children are not consistently provided with high levels of challenge.

- Robust procedures are in place to safeguard children who have food allergies. Children are encouraged to wash their hands before meals and staff ensure that tables are sanitised. However, there are occasions during mealtimes when the setting's food hygiene procedures are not followed. This does not promote positive attitudes towards hygiene practices.
- There is a strong partnership with parents. Parents speak positively about the setting and report their children are happy to attend. Parents comment that their children have made progress since starting. Staff are aware of the needs of the individual families. This allows them to support children and families appropriately. Advice is readily available about topics, such as toilet training and new siblings, so parents can support their children through these transitions. However, not all parents are aware of their children's next steps to further support their learning at home.
- Staff benefit from supportive and encouraging leaders. Their welfare and well-being are important to them. Staff morale is high and teamwork is effective. This means that children are cared for by happy and motivated staff.

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 the quality of staff interactions with children to help them challenge and extend children's learning more effectively as they play and during routine times
- support staff to consistently implement the setting's hygiene procedures in relation to mealtimes
- strengthen the arrangements to share information with parents about their child's next steps in learning.

Setting details

Unique reference number	EY229919
Local authority	Essex
Inspection number	10357224
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 5
Total number of places	104
Number of children on roll	107
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01206 871700
Date of previous inspection	8 February 2022

Information about this early years setting

Kiddi Caru Nursery registered in 2002 and is one of many nurseries owned by a private company. The nursery employs 29 members of childcare staff. Of these, 16 hold appropriate qualifications at level 2 and above. The nursery opens 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

Inspectors

Lyndsey Barwick
Marisa White

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the setting 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.
- One of the inspectors carried out joint observations of a group activity with the manager.
- The inspectors spoke to several 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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