

Inspection of Kiddi Caru Day Nursery

Kiddi Caru Day Nursery, Fyfield Barrow, Walnut Tree, Milton Keynes,
Buckinghamshire MK7 7AN

Inspection date: 21 January 2025

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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and confident at nursery. They engage in a range of activities that have been thoughtfully planned by staff. Children talk with enthusiasm to their friends about their play, sharing their ideas and developing their imagination. For example, children talk about how they will 'squeeze and squish' their dough to make different models.

Staff are kind and caring in their approach. They are positive in their interactions with children and are good role models. For example, staff model good manners when asking questions or providing help to children to open bottles or to zip up their coats. This helps children learn to be kind and considerate to their friends.

Children are highly motivated as they explore well-planned, focused activities. Staff help children to persist and take their time when practising a new skill. For example, young babies begin to stand and balance to start taking first steps with staff encouraging and praising their attempts, offering a helping hand to balance when needed. Babies show joy as they explore their physical skills.

Children begin to learn to manage their own personal care needs. Staff model handwashing to teach children the importance of good hygiene practice, particularly after using the toilet or before eating.

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

- Leaders have an ambitious plan for what they want children to learn. They gather information about children's starting points, building on what they know and can do. Staff adapt their teaching to meet the individual needs and interests of children as they engage in purposeful and focused play for extended periods.
- Staff create an inviting and interesting environment that supports children's curiosity and enthusiasm for learning. They provide a variety of learning experiences that encourage imaginative play where children develop their own thoughts and ideas. Children talk about their art and how they will make faces that look like them with the materials available.
- Children behave well. Staff set clear boundaries and expectations of behaviour. Children learn to share and take turns during their play and are polite and courteous when asking for help. They are beginning to manage their own emotions. Staff teach them the language of feelings to help them identify how they feel. When children become a little upset, staff are quick to offer comfort and reassurance to help them regulate their emotions.
- Staff teach children to become increasingly independent. They provide instruction and directions to help children succeed in trying things for themselves. For example, when children are hanging up their belongings, staff

explain how to hold their bags to help them reach their peg and hang it up. Staff praise their attempts, and this helps build children's sense of achievement.

- Staff provide children with a range of opportunities to develop communication and language skills. They offer ongoing description and conversation during play, and this helps children hear and learn new language. However, staff working with younger children are not consistent in providing the language they need to extend their skills and learn new vocabulary. For example, when children communicate using single words staff repeat these however, they do not consistently offer new words to offer a broad vocabulary.
- Staff teach children to take appropriate risks and challenges as they play. Young babies explore a range of activities as they begin to explore their physical skills. Staff help them to balance and prepare for taking tentative steps. Older children build their fine motor skills as they learn to use utensils to cut and peel fruit to make fruit kebabs. Staff demonstrate how to use these safely, and this helps build children's confidence.
- Staff and leaders foster positive relationships with parents. The communication between nursery and parents is effective in sharing what children are learning and the progress they are making. Parents know what their children are learning and the progress they are making.
- Leaders focus on supporting and improving staff knowledge and skills. Staff are supported in their professional development. They receive the coaching and training they need to build on and extend their skills and knowledge.

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 interactions to support a consistent approach in helping the youngest children develop their communication and language skills and learn new vocabulary

Setting details

Unique reference number	2702662
Local authority	Milton Keynes
Inspection number	10367803
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	97
Number of children on roll	130
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01908 692469
Date of previous inspection	Not applicable

Information about this early years setting

Kiddi Caru Nursery registered in 2022. It is located at Walnut Tree in Milton Keynes, Buckinghamshire. The nursery is open Monday to Friday from 7.30am to 6.30pm, for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 35 staff, of whom 19 hold relevant childcare qualifications at level 2 and above.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector completed a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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