

# Kiddi Caru Nursery

7 Holme Street, Bedford, Bedfordshire, MK42 9AU



## Inspection date

2 November 2017

Previous inspection date

9 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider and management team are enthusiastic and dedicated and have a clear vision for the future. They regularly reflect, review and evaluate the provision, considering what impact developments are having on children's learning and development.
- Staff's support and care for children who speak English as an additional language is good. They find out key words from parents and engage with external agencies to help them to support children's sustained progress.
- Staff use observations and assessments of children well. They accurately identify children's next steps in learning and plan a good range of experiences to help them achieve positive outcomes in learning.
- Hygiene practices in the nursery are good. Staff consistently wash their hands after wiping children's noses. This helps to reduce the risk of cross-infection. They also take prompt action to comfort children and contact parents when children do not feel well.

### It is not yet outstanding because:

- Staff have not found highly successful ways to engage all parents in supporting children's learning at home.
- Staff do not always organise group activities well enough to fully support children's learning. Sometimes, the activities are not closely matched to each child's stage of development and staff do not always give children time to think of answers to their questions.

## What the setting needs to do to improve further

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

- improve the organisation of group activities so that all children feel included and have more opportunities to express their thoughts and ideas
- build on the already good partnerships with parents and develop more effective ways to help them support children's learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the manager and deputy manager and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views. She also spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation including the nursery safeguarding procedures, complaints log, attendance records, and children's observation and assessment records. She also reviewed the nursery's evaluation documents and discussed other methods of reflective practice.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a thorough understanding of their responsibility to keep children safe and know what to do if they are concerned about a child's welfare. Rigorous recruitment procedures help to ensure that all staff are suitable to work with children. New staff are assigned a mentor to support them through their induction to the nursery. This helps them to quickly understand their role and responsibilities. The manager's consistent support and monitoring of staff practice ensures they continually update their skills and knowledge, such as by regularly undertaking training. Children's progress is regularly tracked. The managers and staff provide targeted support for individuals and groups of children. This helps to close gaps in learning and promotes children's good progress.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play and exploration. Children use a very good range of play equipment and resources that they can select independently, both inside and in the garden. Staff support children's learning well as they join in their chosen activities with enthusiasm. Staff working with babies use demonstration and a running commentary throughout their play. This helps to successfully support babies' language and communication skills. Older children spend time learning about the world as they search for leaves. Staff help them to understand and compare mathematical concepts, such as same, different and similar. Toddlers manipulate dough using tools and their hands. They enjoy exploring paint and staff encourage them to investigate what happens when they mix colours together.

### Personal development, behaviour and welfare are good

Staff place high importance on children having outdoor physical play. The outside environment is a wonderful place for children to have fun. For example, they enjoy riding tricycles round the path and digging in the large sand area. When they need to rest they can sit quietly on beanbags under a covered area. Staff in the busy baby room care for babies well. Their individual routines are prioritised and this helps babies feel secure. Staff place younger babies in quieter areas of the room where they can lay safely on the floor or practise sitting up. Children behave well and show respect for staff and for each other. They are highly independent in their choice of activities and self-care skills.

### Outcomes for children are good

Children develop good skills that prepare them well for the next stage of their learning and starting school. Older children show an interest in letters and writing. They hold pencils well to make marks on paper and start to recognise familiar written words, such as their names. Babies enjoy exploring and moving about the environment. They confidently make their own choices from the broad range of natural resources. Children learn to use books to gain information from. For example, staff place books about harvest time next to an activity where children can explore real fruit and vegetables.

## Setting details

<b>Unique reference number</b>	EY217012
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1064277
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	79
<b>Number of children on roll</b>	133
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Date of previous inspection</b>	9 September 2013
<b>Telephone number</b>	01234 272262

Kiddi Caru Nursery registered in 2001. The nursery opens Monday to Friday, all year round, except for bank holidays and a week between Christmas and New Year. Sessions are from 7.30am until 6.30pm. The nursery employs 24 members of staff. Of these, 18 hold early years qualifications at level 2 or above, including the manager and two members of staff who have a relevant degree.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

