

# Kiddi Caru Nursery

Matford Green Business Park, Exeter, Devon EX2 8LB



<b>Inspection date</b>	16 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- The management team creates a culture of reflective practice and supports staff development well to increase their skills and qualifications continually. It monitors the quality of the provision effectively to make improvements that benefit children.
- Staff use regular and accurate assessments to monitor all children's progress precisely. Staff use their good understanding of children's development to plan stimulating activities that help babies, toddlers and older children to make good progress in all areas of their learning.
- Staff provide a welcoming, extremely well-resourced and stimulating learning environment. Children eagerly play and learn indoors and outdoors.
- Staff develop very strong partnerships with the parents. They keep parents fully informed about their children's progress and involve them in their learning to meet their children's individual needs well.
- All children develop secure, warm relationships with the staff and other children. They are confident, develop good social skills and use language and early communication well. This supports their emotional well-being well.
- Staff have a good knowledge of safeguarding procedures and practice. They know what to do if they have concerns about a child's welfare and understand their responsibilities to report these concerns. They check the environment and complete written assessments for outings.

### It is not yet outstanding because:

- The organisation of some planned group activities does not always sustain the children's interests, to engage them further in learning.
- Staff miss some opportunities to enhance children's understanding of risks associated to their behaviour outdoors, to promote their own safety awareness further.

## What the setting needs to do to improve further

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

- review the organisation of planned activities to help increase opportunities for children to engage and sustain their interests, to support their learning further
- support children's understanding of risks associated to their behaviour outdoors, to increase their understanding of their own safety further.

### Inspection activities

- The inspectors observed activities and the impact of teaching on children's learning.
- The inspectors held discussions with the provider and staff. They also talked with the children.
- The inspectors discussed self-evaluation, observations of the children's play, learning and progress, and jointly evaluated an activity with the manager.
- The inspectors spoke to parents and carers, and took account of their views and in writing.
- The inspectors sampled a range of documentation.

### Inspectors

Dawn Biggers

Julie Neal

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management and staff implement high levels of security to the premises. Policies and procedures are effectively reviewed and implemented well by the staff. Self-evaluation consistently focuses on improvements. This contributes to the successful promotion of children's safety and well-being well, overall. The management's strong emphasis on staff development, monitoring practice, and review of children's progress, quickly addresses gaps in the children's learning. This also strengthens the quality of the staff teaching skills well. For example, behaviour training has improved their knowledge of triggers and strategies to help manage the younger children's behaviour more successfully. Staff feel valued. Good teamwork and effective communication contributes to the successful outcomes for the children's learning.

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

Staff engage enthusiastically with the children and have a good knowledge and understanding of how they learn. They facilitate discussions, and ask questions to encourage the children to compare and problem solve well. Children communicate effectively and learn concepts associated with shape, size, and quantity. For instance, older children compare who is bigger and smaller, standing next to each other, and they make potions. Toddlers experiment to see if the glitter sinks or floats in water. Staff encourage babies to make marks and patterns with their hands in the foam. They engage in enjoyable games, play peek-a-boo, enjoy rhymes, and use facial expressions and sounds to communicate. Staff encourage older children to investigate and use the metal detector to listen for sounds to find keys and hidden treasure in the sand.

### Personal development, behaviour and welfare are good

All children engage well in daily exercise and have fresh air. For example, toddlers and older children use the equipment confidently and manoeuvre the wheeled toys, and babies enjoy going on walks. They engage in good, safe routines. For example, toddlers learn to use the stairs safely and hold the bannister. Children participate in good hygiene procedures and demonstrate strong self-care skills. For example, staff support the children well to access a drink from the water dispenser and older children serve their own nutritious snack. Staff meet children's individual needs well, for instance, health care plans and good staff explanation help the children to understand the benefits of taking their medication. Children have good self-esteem, and staff praise and encourage them well. Children, for example, follow instructions on the computer and learn to take turns by watching the sand timer.

### Outcomes for children are good

Children are happy and have a good enthusiasm for learning. They eagerly explore a very welcoming and resourceful environment. For example, younger children demonstrate strong physical skills and negotiate moving across different terrain levels. Children make decisions and demonstrate good levels of confidence, independence and social skills. Older confidently count and recognise numbers, and use language well to express themselves. Children learn key skills that prepare them for their next stage in learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY536795
<b>Local authority</b>	Devon
<b>Inspection number</b>	10077007
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	114
<b>Number of children on roll</b>	139
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0800 028 4500

Kiddi Caru Nursery registered in 2016. It operates from Matford Green Business Park, Exeter. The nursery is one of 20 nurseries owned by The Childcare Corporation Limited. The nursery is open Monday to Friday from 7.30am to 6.30pm for 51 weeks a year, excluding bank holidays. There are 22 members of staff, 17 of whom hold early years qualifications at level 3 and above. The setting receives funding to provide free early education for children aged two, three and four years.

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