

Inspection of Kiddi Caru Day Nursery and Preschool Soundwell

Pembroke Road, Kingswood, Bristol BS15 1XG

Inspection date:

13 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the nursery happy and confident. They are welcomed individually by familiar staff, who offer smiles, cuddles and gentle words. Babies snuggle into key people for reassurance, while toddlers settle quickly and begin exploring. For example, staff in the baby room sit on the floor to support children's play, offering praise such as 'good job' as babies dig in sand or reach to catch bubbles. This builds secure relationships that help them feel safe and ready to learn.

The curriculum for younger children is well sequenced and planning for it builds on their interests and the next stages of learning. However, the curriculum for personal, social and emotional development is not implemented effectively in the pre-school room. Staff do not reinforce clear rules or expectations which leads to older children shouting over each other, running between activities, and struggling to manage their behaviour. Children with special educational needs and/or disabilities (SEND) are not supported to understand the consequences of their actions or practise strategies to help them self-regulate. These weaknesses limit children's ability to build emotional awareness, follow routines and behave in ways that support successful learning.

Physical activity is woven throughout the day. Babies ride on wheeled toys to strengthen their legs and coordination. They help make play dough by squeezing paint bottles and mixing ingredients. Toddlers explore the mud. They grip different tools, such as scoops, showing good control. Outdoors, older children swing on a tyre and balance along a rope. This enables them to challenge themselves physically with staff close by to support.

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

- Children make choices and carry out simple tasks such as tidying away toys or serving their food. However, pre-school staff do not consistently support older children, particularly those with SEND, to do things for themselves. For example, during care routines, children who are toilet training are not encouraged to use the toilet when in pull ups. Furthermore, staff pull up their trousers for them rather than prompt them to manage this themselves. As a result, children do not develop their self-care skills in preparation for school.
- Communication is prioritised from the earliest stages. In the baby and toddler rooms, staff model language clearly and consistently. They name objects children point to, repeat key words, and narrate routines to build young children's understanding. Staff introduce words linked to everyday experiences, such as naming animals during play or familiar objects during routines. They sing songs and use gestures to reinforce meaning. Across the setting, staff support children to learn new words in context. In the pre-school room, older

children learn words like 'radish' and 'leek' while exploring real vegetables. Some children with delayed language access targeted small-group activities to help build their vocabulary and understanding. Children develop confidence in sharing their ideas and are eager to communicate with staff and peers.

- Parents speak warmly about the care their children receive. They value the friendly greetings and communication that help their children settle and enjoy attending. Many commented on improvements in their children's communication. Parents also appreciate access to a lending library and free oral hygiene resources, which support learning and routines at home.
- Staff do not identify gaps in children's learning at the earliest stage. While some children receive timely support, others with emerging needs are not recognised soon enough, which delays intervention. Leaders have used funding to provide resources, such as visual aids and calm boxes to support emotional regulation and transitions. However, these are not implemented consistently by staff. Although parents are kept informed about daily routines, information about their children's developmental concerns is not always shared promptly or in sufficient detail. As a result, some children do not receive the targeted support they need before starting school.
- The newly appointed leadership team has identified weaknesses in how staff support children to manage their feelings and behaviour. Some staff have attended training and been introduced to specific strategies to help children regulate their emotions and follow routines. Leaders have also created a sensory room to provide calmer, small-group opportunities for children who benefit from quieter spaces. However, these strategies are not yet fully embedded in practice, and staff do not consistently reinforce the rules and boundaries in the pre-school room. Therefore, children do not receive the consistent guidance they need to manage their feelings and behaviours effectively. This leads to ongoing disruption and limits their ability to engage in purposeful learning.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure the implementation of the personal, social and emotional development curriculum in the pre-school room so that staff consistently help children understand and follow rules, express their feelings, and regulate their behaviour.	25/07/2025
identify children's learning needs promptly and work with parents and external professionals to close gaps in children's learning.	25/07/2025

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

- support older children's self-care skills to ensure they are well prepared for the transition to school.

Setting details

Unique reference number	2734009
Local authority	South Gloucestershire
Inspection number	10405040
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	73
Number of children on roll	129
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	0117 9560657
Date of previous inspection	Not applicable

Information about this early years setting

Kiddi Caru Day Nursery and preschool Soundwell registered in 2023 and is based in Kingwood, Bristol. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. There 25 members staff. Of these, one holds early years qualification at level 6, 14 hold childcare qualifications at level 3 and two hold a childcare qualifications at level 2. The nursery provides funded early education for children.

Information about this inspection

Inspectors

Louise Phillips
Charlotte Jenkin

Inspection activities

- The inspectors and the manager completed a learning walk where we discussed the provision and the curriculum.
- The inspectors observed the quality of education during indoor and outdoor play and assessed the impact on children's learning.
- During the inspection, inspectors spoke with staff at appropriate times and one completed a joint observation with the manager.
- The inspectors held a meeting with the management team to discuss how they self-evaluate the provision.
- The inspectors looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspectors spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke and engaged with the inspectors during the inspection.

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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