

Inspection of Kiddi Caru Day Nursery and Preschool Coronation Road

3A Coronation Road, Downend, Bristol, South Gloucestershire BS16 5SN

Inspection date:

23 May 2025

Overall effectiveness

Good

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

Leaders have created a sequenced and varied curriculum for children. There is a strong focus on the prime areas of learning, helping to prepare children for their next stage of development. Children begin to build and develop their physical strength from an early age. For example, babies pull themselves up onto age-appropriate climbing frames and begin to manage steps up to the slide. Older children twist bottle lids and use spray bottles, developing their hand and finger strength in preparation for early writing. Staff expose children to a range of vocabulary. Babies say key words, such as 'bubbles' and 'pop', as they excitedly explore the sensory room. They are in awe of the flashing lights, bouncy balls and bubbles. Older children make treasure maps using teabags and have wonderful conversations about treasure islands and telescopes. Children are confident communicators and motivated learners.

Staff have clear expectations for children's behaviour and conduct. They gently reinforce the 'golden rules' daily, such as using 'kind hands'. This helps children to understand what is expected of them. Staff act as positive role models and praise children regularly to reinforce positive behaviour. Children have formed secure friendships and enjoy role play together, using their imaginations. New babies settle quickly, forming strong bonds with the attentive and caring staff. Children demonstrate they feel safe and secure.

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

- Leaders and staff have good knowledge of what children know and can do. Staff provide activities that support and help children to build on their prior learning. For example, older children enjoy using tweezers to place pom-poms on their paper, developing their hand-eye coordination. However, at times, staff do not adapt the level of challenge they provide for children to extend their learning further.
- Staff use assessment effectively to monitor children's progress and to inform teaching. They carry out regular observations of children's learning and use these to help identify gaps. Staff implement effective support plans, helping to close gaps in learning. Staff share termly assessments with parents, providing continuity in children's learning at home. As a result, children make good progress.
- Children benefit from positive interactions with staff. The staff help children to revisit familiar stories through their play, such as 'We're Going on a Bear Hunt'. Younger children excitedly repeat key phrases from the story as they stomp and splash in the 'dinosaur swamp'. Staff use good questioning to encourage children's thoughts and ideas. However, sometimes, staff step in too quickly and answer. This provides less time for children to process, think and respond.

- Babies enjoy listening to staff sing the 'Five Little Ducks' as they dip the ducks in the water. However, although children begin to acquire some mathematics skills through their play, staff do not promote this area of learning as well as other areas. This means, at times, opportunities for children to enhance their understanding of mathematics can be limited.
- Children begin to learn how to lead a healthy lifestyle. They enjoy nutritious meals, and staff provide a focus on children's oral health. For example, older children learn about the importance of brushing their teeth and discuss healthy foods. Babies confidently find their own water cups, and older children pour their own drinks, using the water station. Staff implement effective hygiene routines throughout the nursery.
- Staff provide opportunities for children to learn about the world around them. Children enjoy visits from the fire brigade and the police and enjoy walks in the community. As part of the music-and-movement programme, visitors come in and play instruments, such as a guitar. This helps children to learn about their local community.
- Leaders deeply value the well-being of staff. Parents and staff can add words of encouragement or praise to the 'wall of fame'. Staff feel supported and empowered. Leaders recognise the importance of self-evaluation. For example, they identified the limited opportunities for babies to make choices. Staff received support with this and now offer babies more choices throughout daily routines. This helps babies to develop a secure sense of belonging.
- Partnership with parents is effective. Parents value the support they receive and praise the staff team. Staff share children's next steps, and parents know who their child's key person is. Parents comment on how children have become more socially confident since attending the nursery.

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:

- plan more opportunities within the curriculum to challenge children's learning, helping them to reach their full potential
- develop staff's confidence and expertise in teaching early mathematics to help to deepen children's understanding of mathematical concepts
- provide more time for children to respond to questions, helping to develop their critical thinking skills.

Setting details

Unique reference number	2734079
Local authority	South Gloucestershire
Inspection number	10403364
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	1 to 4
Total number of places	64
Number of children on roll	84
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	0117 956 5893
Date of previous inspection	Not applicable

Information about this early years setting

Kiddi Caru Nursery registered in 2023. It is located in Downend, Bristol. The nursery is open Monday to Friday, from 8am to 5.30pm, all year round, excluding bank holidays. The setting currently employs 13 staff. Of these, one holds an appropriate childcare qualification at level 4, nine hold appropriate childcare qualifications at level 3, one holds an appropriate childcare qualification at level 2 and there are two unqualified members of staff. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

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.
- The inspector observed the quality of teaching and carried out a joint observation with the manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- A meeting was held between the inspector and the management team to discuss leadership.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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