



## Kaleidoscope Childcare

Inspection report for early years provision

**Unique Reference Number** EY283103

**Inspection date** 21 March 2006

**Inspector** Cilla Rachel Mullane

**Setting Address** St. Josephs RC Primary School, Ackholt Road, Aylesham, Canterbury, Kent, CT3 3AS

**Telephone number** 01304 842263

**E-mail**

**Registered person** Kaleidoscope Childcare Ltd

**Type of inspection** Integrated

**Type of care** Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kaleidoscope Childcare Ltd. Nursery and Out of School opened in 2004.

It operates from a main room with integral kitchen and a smaller room in St Joseph's RC Primary School, in Aylesham. The provision serves the local area.

There are currently 43 children on roll, which includes 24 funded three and four year olds. Children attend a variety of sessions.

They are supporting children with special needs, and children who speak English as an additional language.

The group opens five days a week all year round. The breakfast club opens from 08:00 to 08:50, the nursery from 09:00 until 15:00 and the after school club runs from 15:00 to 17:00. All operate for term time only.

There are six staff working with the children. Over half the staff have an early years qualification to NVQ level 2 or 3.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about the importance of keeping themselves clean when they are reminded to wash their hands at appropriate times, such as when they come in from the garden. Children know this is to protect them from germs.

Children's good health is promoted by staff who hold current first aid qualifications, and by clear and accurate accident and medication records.

Children learn the importance of healthy eating when they choose from healthy snacks, mostly fruit and some vegetables. Parents are encouraged to provide them with healthy food. Children enjoy a cafeteria style snack and drink arrangement. They confidently choose when they want a drink, and help themselves to nutritious food, which they have adeptly helped to prepare. Younger children are regularly offered drinks to ensure none remain thirsty.

Outdoor play is a regular feature of the routine, so children benefit from daily fresh air. They receive good quality opportunities to develop fine motor skills on a daily basis, for example, doing woodwork activities and puzzles. There is some equipment in the garden for children to develop gross motor skills, and they can use the school fields, but older and more able children are not challenged physically on a daily basis.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The children's environment is stimulating and print-rich. Plenty of the children's work is displayed, showing them how valuable it is. Resources are readily accessible to the children and they select keenly from a good range of toys and equipment covering all areas of learning. The outside environment reflects indoors, and staff are happy to bring messy activities indoors if it rains.

The environment is mostly safe, with indoor checklists used to help ensure children's

safety. There are some unprotected steps in the garden, which the staff supervise carefully. Furthermore, staff are vigilant regarding children's safety for example, they ask children not to climb on the fence. Children are learning to keep themselves safe, for example, they know how to carry scissors safely, and staff discussed with them how to use the woodwork tools carefully. Books are used effectively to teach children about keeping themselves safe, such as a book about a trip to the swimming pool.

Children are protected from harm and abuse because the designated person for child protection is knowledgeable about signs and symptoms, has information about procedures readily to hand, and shares this information with the other staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children enjoy their time at nursery, confidently choosing activities and selecting toys. Two boys were able to tell me enthusiastically what they liked doing best. Children work alongside adults on planned activities, following their example or initiating their own work. Smaller children have opportunities to snuggle in, for example, a child sat close to an adult in the book corner for a story. Children become engrossed in activities, for example, experimenting with magnets, printing on a board, and concentrate for long periods of time.

The out of school club is attended by very few children, and so staff are able to respond to their ideas for activities. Children really enjoy choosing what they want to do, and staff understand their need to let off steam or relax after a structured day at school.

The quality of teaching and learning is good.

Staff have high expectations of what the children can achieve, for example, allowing them to hammer nails into wood, having been taught how to do this safely. They understand how children learn, and encourage them to make choices and initiate activities. They give children opportunities to practice skills, and are led by the children's interests. For example, a child discussed a trip to an aquarium, so an adult found toy whales. Children pretending to make the seaside in the sand tray were given shells to make this more realistic and enjoyable.

Careful planning of activities ensures that most of the areas of learning are covered equally, with the exception of physical development, as physical activities which challenge older and more able children are not available on a frequent basis. Planning is flexible so changes can be made in response to children's interests for example, changing the theme to transport when children became excited.

Reviewing and evaluation of the success of activities, and monitoring of children's progress enable staff to respond to children's interests, and plan effectively for individual children's next steps.

As a result of staffs' teaching skills, children are making good progress towards the

early learning goals:

Self help skills are encouraged, and children are allowed to act independently, for example, preparing snacks and helping themselves to drinks. Children are forming friendships, working and chatting together. A child went to get herself a drink, and fetched one for her friend at the same time. At story time children learn social skills when they are encouraged to take turns and be polite, and are encouraged to listen to others.

Children really enjoy story time and are very keen to comment and discuss. Children are enjoying looking at books; three children sat on the rug outside looking at a book. There are regular opportunities for mark-making and developing pre-writing skills, for example, drawing in foam and sand. Children enjoy singing rhymes: they enjoy impromptu singing while doing other activities. Children joined in the song 'five currant buns', counting enthusiastically. Children are starting to understand that words have a meaning, for example, a child made a pretend shopping list.

Children receive frequent opportunities to count and for number recognition, for example, an adult led a dice game. Songs such as 'five currant buns' help children learn about subtraction. Adults use mathematical language often, for example, counting holes in a leaky pipe. Children count spontaneously. For example, a child sat at a table counting the other children.

Children have frequent activities throughout the day to develop small motor skills, such as during creative work and playdoh. They have fewer opportunities to use their large muscles in a challenging way, for example, the school obstacle course.

Children confidently initiate their own art work, with a good range of resources to hand. They are proud of their work, for example, a child was keen to show and explain to me a picture he had made for a member of staff. Another child made a train, and then played with it around the room.

Children have opportunities to explore the world around them, for example, they have fun experimenting with magnets. They learn about the local community, for example, through trips to the station.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed, and play a full part in the nursery because staff value and respect their individuality. Inclusion is good: careful planning of activities ensures that children of different ages and abilities can join in. Children are acting independently, and developing confidence and self esteem. They are secure in their routine, beginning to distinguish between right and wrong, and form positive relationships with their peers and staff. The promotion of independence is a strength, with children taking responsibility for their actions, making choices, and being given responsibilities. For example, children help to prepare the snacks.

Staff work effectively with children with special needs, and can demonstrate the

progress made by individual children. They seek help and support appropriately from special needs experts.

Staff use sensible and consistent behaviour management strategies, and children are generally well-behaved. Children are stimulated, occupied and appropriately challenged, resulting in good behaviour. Praise and encouragement help the children to behave well. Staff encourage children to think about the effect of their behaviour on others, and recognize the feelings of others. For example, an older child showed sympathy when a child was hurt.

The partnership with parents and carers is good.

They are well informed about the nursery's policies and procedures, and plans of activities are clearly displayed. There are effective informal channels of communication with parents to discuss children's progress and any concerns. Parents are welcomed into the nursery, and invited to parents' evenings to discuss their children's progress. Children are very settled within the nursery due to supportive settling-in procedures. Parents are given helpful ideas to continue some play and learning activities at home. Staff try to find out what children have enjoyed doing at home, so they can respond to their interests. The nursery currently does not seek formal feedback from parents regarding their satisfaction with the provision of care and education.

Children's social, moral, spiritual and cultural development is fostered. For example, they are learning to manage their own behaviour, and show caring attitudes when others are upset. They are making friends and chatting together.

## **Organisation**

The organisation is good.

The organization of space is good, with clear areas for different types of activities, such as art and craft, with resources for self selection nearby. There is clear evidence that staff think about the layout of the room, and make effective changes to ensure all equipment is used fully. The environment is inviting, and is organized to help children to be independent.

The organization of time is good, with staff spending all their time supporting the children, during a well-balanced day.

All required documentation is kept thoroughly, and is accessible and well-organized. The record of attendance, staff register and visitors' record give an accurate indication of who is on the premises.

The quality of leadership and management is good

Children are supported by staff who are encouraged to extend their knowledge by attending short courses, such as maths and stories. Regular appraisals help to identify their training needs. Activities are evaluated, and these evaluations are used to plan further activities which the children enjoy and from which they learn. A file has

been started to include regular reviews of practice and the children's environment, and improvements have been made as a result. Regular planning meetings are used effectively to improve practice and ensure the needs of individual children are met.

The nursery meets the needs of the children for whom care and education is provided.

### **Improvements since the last inspection**

At the last inspection it was recommended that several aspects of children's safety should be improved. Safety precautions and procedures now keep the children safe. It was also recommended that the child protection policy and the procedures to be followed in the event of allegations of abuse and neglect by staff required improvement. Staff are now guided by an appropriate policy which provides sufficient information to protect children from harm or neglect.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that all children have frequent opportunities to take part in challenging

physical activities ( this recommendation also applies to childcare )

- develop ways to obtain and act on feedback from parents regarding their children's care and education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)