



Kaleidoscope Childcare

Inspection report for early years provision

Unique Reference Number	EY312272
Inspection date	25 April 2006
Inspector	Margaret, Ann Sandfield
Setting Address	Methodist Church Hall, Bartholomew Street, Dover, Kent, CT16 2LH
Telephone number	01304 212067
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Registered person	Kaleidoscope Childcare Ltd
Type of inspection	Integrated
Type of care	Full day 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.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kaleidoscope Childcare Dover is one of three childcare settings run by Kaleidoscope Childcare Limited. It opened in 2005 and operates from three rooms of the Methodist church hall. It is situated in the centre of the town of Dover. A maximum of 30 children may attend the nursery at any one time. The nursery is currently open each weekday from 09:00 to 12:30, although they are registered to provide full day care

should the demand be there. All children share access to a secure enclosed outdoor play area.

There are currently 25 children aged from 2 to under 5 years on roll. Of these 21 receive funding for nursery education. Children mainly come from the local area with some children coming from surrounding towns and villages to attend the speech and language therapy unit within the nursery, which is funded by the health authority. The nursery supports a number of children with special educational needs.

The nursery employs five staff; four of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's good health is not being safeguarded throughout the session. Children are not being protected from health hazards. There are ineffectual floor cleaning routines that leave rings of grime around the edges of the floors, on pipes and ledges. The carpeted room is covered in particles of leftover food. Nappy changing routine is not conducted in a hygienic and safe environment. However, the rooms are light and well ventilated and are kept at a suitable temperature.

Children are not following suitable routines to prevent the spread of infections. They do not wash their hands immediately after playing in the outdoors as they go straight into story time, which gives children time to touch their mouths and pick up infections. At snack time children are not provided with individual plates and eat their food directly off of the table. Other children eat their snack food using the same area of the tables, one after another. The poor condition of the outdoor toys and equipment and the failure to fully promote sufficient hygiene practices does not help children remain healthy. Children who stay for lunch, wash their hands before lunch and all children are supervised washing their hands after going to the toilet.

Each day children are offered a variety of physical activities indoors and on most days outdoors, weather permitting. As a result, they are developing control of their bodies and learn about how exercise has a positive effect on their health. Children understand what keeps them healthy. They talk confidently about healthy foods and the benefit of rest and exercise on their bodies. Snacks are healthy and are provided in accordance with their dietary needs and parent's wishes. Children do not always have ready access to drinking water during the session to prevent them from becoming thirsty. They provide their own lunch and drinks

The provider does not have all the required procedures and documents in place to ensure children's welfare is being safeguarded and promoted adequately. Accident reports fail to record the required information. As a result, children's welfare is not being adequately safeguarded. There are sufficient staff employed to work with children who hold a current first aid certificate.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Staff do not effectively complete written risk assessments before each session, as a result, not all risks are identified and minimised and children are exposed to hazards. When children play on climbing apparatus there are no safety mats in place. There were several safety issues indoors that put children at risk. They have ready access to uncovered sockets and to gas taps. Guards on heaters are not secured. This did not provide children with a safe environment, which promotes their wellbeing.

Children are cared for in a church hall and adjoining rooms. Children cannot leave the premises unaccompanied as there are good precautions and routines in place to keep them safe. Staff also follow clear procedures to ensure children's safety when they are being collected. They have a lost child procedure and staff have a secure understanding of whom to contact if they have any child protection concerns. However, staff do not have documentation in place in the case of one child's individual restraint procedure. Children self select activities from a suitable range of equipment and resources, which meet safety standards. Any broken toys or unsafe toys and resources are noted in order to rectify or replace.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the setting. They happily and eagerly play with what activities are available. They decide when to have drinks and snacks at the snack bar during the time it is open. They help themselves to healthy options and cut the fruit into pieces with sufficient support. They are able to influence the play environment by self-selecting additional activities from storage around the room and are keen to attempt self-care tasks such as doing up their own coats at playtime. Children are happy and enthusiastic as they know what is expected of them.

Children demonstrate levels of confidence and self-esteem because of the positive relationships that they develop within the setting. Children relate well to the staff and confidently approach them for support, demonstrating that good trusting relationships are in place.

Generally younger children receive an appropriately programme of activities. This happens mainly through the choices children themselves make. Staff do encourage them to attempt new activities and as they know them well, children are appropriately supported. The setting has systems in place to formally assess the progress of all children, including children under 3-years, which identifies any developmental concerns. However, staff have not attended the Birth to three matters training and the planning does not have regard to this framework. There is a section for this information, but it has not been completed. Therefore, the framework does not support staff in promoting effective practice, or contributes to positive outcomes for children under 3-years-of-age.

Nursery Education.

Children's attitudes to learning are positive. They are inquisitive and ask questions about why things happen and how during adult led activities, for example, exploring features of various pond life creatures. Children behave well in this setting and understand the need for rules and co-operation. They spend their time engaged in purposeful play, appropriately supported by staff. Staff generally ask open-ended questions and extend children's knowledge by providing them with information in a way which is meaningful to each child, as they know them well.

The quality of teaching and learning is satisfactory. Staff combine their knowledge of the early learning goals and individual children to provide a program, which meets the needs and interests of all children. However, children's needs will be more effectively met if all areas in the planning is completed. Assessment is linked appropriately to the stepping-stones, giving a clear indication of where each child is in their learning journey.

The assessment informs the planning and this ensures that children access activities, which are of sufficient challenge. However, children are not having sufficient opportunities to consolidate their learning by revisiting information presented in different ways and reinforced during everyday routines. Staff receive additional guidance from the setting's special educational needs co-ordinator when planning activities for children with special needs. The planning is monitored to ensure that over the year the curriculum is balanced.

Some areas of learning are given more emphasis at the start of the main intake term, such as Personal, Social and Emotional (PSED), to assist the children in settling and getting into routines. This proves to work well, with children happy and confident in their routines as they begin to explore new ideas. Children have some opportunities to learn about different forms of communication and language. They enjoy mark-making and enjoy creative pursuits with a range of opportunities to paint, draw, build and explore ideas during free play sessions. Children had few opportunities to practice their counting skills, as staff miss opportunities within the daily routines to count as a group and introduce simple calculating. The children learn about cultures other than their own through topic activities, although this area of their learning as well is somewhat addressed in isolation and could be better promoted by including reference to other cultures and beliefs during other topics.

The partnership with parents in relation to the education is good. Parents compile information when children enter the setting indicating where they are in their learning. Parents receive good quality, clear information about the Foundation Stage and stepping stones, which helps them understand what the educational aims are for their children. They get details of projects and topics children are working on each term and this enables them to join staff in supporting their child's education. Parents do not regularly receive specific information about their individual child unless there is a problem and this limits how much parents can assist them.

Helping children make a positive contribution

The provision is satisfactory.

Children are given consistent messages and reminders about what is expected of

them. There is overall insufficient positive management of children's behaviour, with too many directional statements. Children generally behave well, showing care and concern for each other, sharing and taking turns. Children chat happily to each other and to familiar and less familiar adults during activities. Children can confidently explain what they are doing. Staff provide a meaningful range of activities and resources so that children have both time to relax as well as be active. Children develop good self-esteem through opportunities to voice their opinions, take decisions and make choices.

Partnership with parents is satisfactory. A key worker system ensures that parents have a point of contact if they have any issues that they need to discuss. Policies and procedures are available for parents, which in the main keeps them informed about the service provided and their child's activities. Overall children's needs are met through discussion with their parents and written information obtained when the child first attends the setting. This contributes to children's continuity of care.

Children are given some opportunities to develop respect for others and an understanding that people in their community and in the wider world may have different beliefs, lifestyles and ideas. They look at multicultural celebrations and festivals as part of their topic activities, but staff do not sufficiently reinforce this concept through everyday routines and play. This does not enable children to have multicultural experiences as part of their every day lives. Children are given appropriate support and their individual needs are acknowledged and respected. Staff receive detailed information about children's care needs, so that they can offer care to meet the individual needs of each child. Children's spiritual, moral, social and cultural development is being fostered.

Children with special educational needs are not always very well supported. There is insufficient staffing to provide one to one support and the behaviour management plan is ineffectual. The setting does use the Picture Exchange Communication system (PEC) to support communication where appropriate.

Organisation

The organisation is inadequate.

Failure to organise suitable safety measures and hygiene routines results in the care for children being inadequate. As a consequence organisation does not meet the needs of the range of children and as a result children's health and safety is not being promoted effectively. The setting does not meet the needs of the range of children for whom it provides.

The registered person ensures that the required adult to child ratios are consistently met. They ensure that there are a minimum of two adults on duty at all times, or have suitable contingency arrangements in place to cover emergencies and unexpected staff absences. The registered person ensures that adults looking after children or having unsupervised access to them are suitable to do so. They follow the written recruitment procedures to ensure people working with children are appropriately vetted, trained or qualified to do so. However, monitoring of staff's induction and how effective they are in informing staff of routines and procedures is insufficient. This

impacts negatively on the quality of care children receive because not all adults working with the children know what is expected of them. Although the mandatory documentation and most of the consent forms are in place, they are not all completed correctly and not all policies have been updated to reflect current practice.

Leadership and management is satisfactory. There are systems and methods for monitoring the quality of the nursery education provision and evaluating its impact in the setting. In the main weaknesses have been recognised and systems implemented to address these issues. Staff have sufficient awareness of the Foundation Stage, and have methods in place for assessing regularly what children know, understand and can do. This information is used to plan activities and evaluate the impact of the nursery education. However, the current planning is not completed adequately to support children who learn at a different pace. The staff team are beginning to identify the strengths and weaknesses of the setting and are starting to identify how this information can be used to instigate change and secure improvements.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- assess the risks to children in relation to safety measures being in place to address both indoor and outdoor hazards, to prevent children from coming to any harm
- ensure that anyone responsible for snack preparation and general cleanliness of the areas and outdoor equipment used by children is aware of, and complies with, Environmental Health requirements
- ensure induction procedures are carefully monitored to ensure all staff are familiar with every day routines and procedures and know what is expected of them
- ensure policies and procedures reflect current practice and accident/incident reports are completed correctly
- provide suitable hygienic and safe nappy changing facilities to protect children

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

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):

- provide children with sufficient opportunities to consolidate their learning by revisiting information presented in different ways and reinforce this knowledge during everyday routines
- increase opportunities throughout the term for children to count and develop calculating skills

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