



Kaleidoscope

Inspection report for early years provision

Unique Reference Number	EY267474
Inspection date	19 October 2006
Inspector	Juliette Jennings
Setting Address	St Andrews C of E Primary School, Park Lane, Shifnal, Shropshire, TF11 9HD
Telephone number	01952 463259
E-mail	
Registered person	Kaleidoscope
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 satisfactory. The registered person meets 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 Nursery is located on the edge of the town of Shifnal, near Telford, Shropshire. The nursery is situated within a single storey building that incorporates five rooms for children's use, an office, a kitchen, toilet facilities and a good-sized outdoor play area. The building is located within the grounds of St Andrews Church of England Primary School and has strong links with the school.

The nursery serves the local and wider area, is open Monday to Friday from 08:00 until 18:00 and includes an after school facility. Children can attend either full or part-day sessions on a flexible basis. There are currently 79 children aged from birth to under eight years attending, of whom 23 are funded three and four-year-olds. The group have arrangements in place to support children who have learning disabilities or difficulties or those who speak English as an additional language.

There are 12 members of staff who work with the children, of whom nine hold suitable early years qualifications. Staff access regular training on early years issues and receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a packed lunch which is provided by their parents and which they eat whilst socialising with friends and siblings. Snacks of plain biscuits and milk or water are provided every morning and afternoon by the setting. Older children have access to drinks within the daily routine and talk about being thirsty, so needing to get themselves another drink which they do independently.

Children develop an awareness of good hygiene procedures through routine activities such as hand-washing, toileting and watching staff carry out hygiene procedures such as wiping down tables prior to eating. Children enjoy a healthy environment because staff are good at following the agreed procedures for the setting, for example, toys are cleaned on a daily or weekly basis and staff wear disposable aprons and gloves whilst in contact with food or when changing nappies to limit the risk of cross-infection for children. There are appropriate procedures in place for ensuring that children's accidents and any administration of medication are recorded for parent's information. Staff are trained in first aid and support children to develop an awareness of how to deal with minor injuries, for example, encouraging a child to keep a paper towel over the very small cut on their finger until the bleeding stops.

Children's physical development is supported well. They benefit from the dedicated outdoor play area and have good opportunities to access this space where they have time to run around, climb, balance and look at the nature around them. Younger children are encouraged to grow and develop through use of the good-sized outdoor area and specific activities to help encourage a sense of space and co-ordination, for example, jelly play, painting using their hands or other printing utensils and availability of construction toys. Older children have appropriate opportunities to use wheeled toys, balance, climb, slide, run and walk and develop other skills such as hand and eye co-ordination, through use of resources such as modelling materials, building blocks, painting utensils, pencils, felt-pens and smaller construction toys.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are well-protected and their welfare is promoted appropriately. The child protection co-ordinators ensure that procedures are up-to-date and that staff understand their responsibilities, which are discussed and re-inforced through induction and through regular training opportunities.

Children's risk of accidental injury is minimised in the setting, which has sound safety and security precautions. Premises are safe, secure and are suitable for its purpose. In addition,

staff are vigilant about ensuring that safety procedures are followed. Regular risk assessments are carried out on the toys and equipment, ensuring children are safe. The provision for fire safety is sufficient, with staff and children taking part in fire evacuation practises on a regular basis, however, the evacuation procedure is not displayed in every room for all staff to see and be able to act in line with procedures if required.

Children have some access to a sufficient range of toys, resources and equipment which tend to be provided by staff. There is low-level storage but this is not used effectively in order to allow children to self-select and choose independently, although some work has been done to improve this aspect in the pre-school room. The environment generally lacks stimulation and does not effectively encourage children, particularly younger children, to explore and investigate. The routine for younger children and babies accommodates their individual needs and babies have a safe space to roll, crawl and sit with support.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies benefit from routines which are consistent with their experiences at home. They receive lots of cuddles and have a strong bond with their key worker which increases their sense of well-being. Babies develop early communication skills as they attract the attention of staff who respond to their sounds during play. They access a sufficient range of toys and resources as provided by staff, however, the environment lacks stimulation, interest and richness at low-level, thus preventing babies from fully exploring and investigating.

Young children explore what they can do on their own with some support from staff, although this is not always enthusiastic enough and sufficient to engage them for periods of time. Staff attempt to pick up on children's interests in the provision of daily activities and there is some evidence of interesting and stimulating experiences such as exploratory play with jelly and free painting. Interaction with children at this time can sometimes appear uninterested and questioning limits children's opportunities to respond and engage. Their learning is sufficiently promoted through activities adapted from the 'Birth to three matters' framework and staff are developing their understanding of this framework in order to monitor children's progress effectively so that they can make satisfactory progress.

Children are comfortable in the setting because parents regularly share information about children's needs, interests and experiences. They settle well within their particular rooms and enter confidently, making themselves at home and occupying themselves with the activities on offer.

Nursery education.

The quality of teaching and learning is satisfactory.

Children are making satisfactory progress towards the early learning goals.

Children are involved in a range of activities which support their language, mathematical thinking and physical skills so that they make generally good progress in these areas. They recognise

names on a name card, start to use resources to develop early writing skills, can form familiar letters and show an interest in writing for a purpose; writing lists and taking notes whilst engaging in role play in the home corner. Others can make complex models using cogs, can count the stars on the star chart to ten, or know that one more makes 11. Children are beginning to make good progress in choosing independently and self-selection, they can choose to get themselves a drink if they wish and play confidently with their friends, behaving well for much of the time. They have some time in adult-led activities to explore using found materials or paint, although the opportunities for them to extend and develop this aspect of exploration and discovery is limited by the unavailability of creative and interesting resources. They explore materials such as paint and glue, but again limited availability of resources, organisation of the space and adult-led activities limits their opportunities to explore and use their imagination and creativity. However, a strong aspect in creativity is imagination in the role play area. Children aged three and four years relish the time in child-initiated play to dress up, take on roles and develop stories with other children and sometimes staff.

Staff interact well with children aged three and four years. They are enthusiastic, keen and interested in what the children are doing and are interested in. They are motivated to provide children with stimulating activities and have worked hard on providing an environment where children can engage in child-initiated play, can self-select and can choose independently. This aspect continues to be a focus for further development. They know the children well and know what is needed to help them progress.

Detailed plans help staff to enable children to progress through the stepping stones. These highlight the general aim for adult-led activities, although this does not always clearly relate back to the stepping stone focus so is sometimes unclear about what the learning goal is for children. The assessment system has recently been altered so that it tracks children's development through the stepping stones much more efficiently. Staff regularly evaluate activities they provide to ensure the children take part in interesting activities that offer suitable challenge and promote their progress and development sufficiently.

Helping children make a positive contribution

The provision is satisfactory.

Children settle well and play happily together. They take turns and show concern for others, learn social skills and enjoy being with and talking to adults and other children. Resources reflect diversity and positively represent the children who attend, for example, imaginative play equipment, dressing up clothes, music, dolls, books and puzzles, although these are sometimes limited in the rooms used by children aged under three years. Children are treated with equal concern, this helps them feel valued. There are systems in place to support children who have learning difficulties, disabilities or who speak English as an additional language. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents of three and four-year-olds benefit from the availability of written plans, regular verbal feedback and opportunities to discuss their child's development either on a daily basis or at times that are regularly organised by the nursery. Children benefit from a positive partnership with parents because practitioners continue to share important information about children's needs and interests, for example, discussing with

parents about a child's current favourite toy or through the written diaries for younger children. Babies settle well because practitioners work closely with parents to ensure they follow their home routine.

Behaviour is generally good, with children developing sound relationships with other children and staff. Children are well-behaved and polite. Appropriate techniques are used to foster positive behaviour, such as praise and use of stickers as a reward. Staff have agreed procedures outlining how to respond to changes in children's behaviour and they demonstrate clear and consistent boundaries and reasonable expectations.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. The staff team have a clear overview of the setting and have highlighted areas for improvement which will improve outcomes for children if implemented successfully. The provision for children to develop and learn is constantly under review, with staff utilising training opportunities and assistance from outside agencies to ensure consistency of care for children. They are developing their knowledge and understanding of the Curriculum guidance for the foundation stage and the 'Birth to three matters' framework to help them provide an environment where children can explore and progress effectively. They show a commitment to their improvement and development, with action plans in place, after accessing training, to review and improve the provision for all children. Staff have worked hard at organising the space so that children have increased opportunities to self-select and access age-appropriate resources and equipment.

There are appropriate procedures in place for ensuring that children are cared for by staff who are appropriately qualified and experienced and have gone through an appropriate process for checking that they are suitable to work with children. Induction training, as well as policies and procedures, work in practice to keep children healthy and safeguard their welfare. All required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed, is in very good order and works effectively in practice. Overall children's needs are met.

Improvements since the last inspection

At the previous care inspection, the setting was asked to improve children's access to nutritious drinks. Children can access milk or water at snack time and older children are able to access drinks of water from a jug as they require. In addition, the setting were asked to ensure that electrical sockets were fitted with socket covers. These are now all in place in order to maintain children's safety.

At the previous education inspection, the setting was asked to organise time, space and resources to support children in child-initiated learning and to provide more opportunities for children to develop creatively. Some work has been done to improve these aspects, particularly in relation to time for child-initiated play and for role play, which children are enjoying and relishing. However, the environment does not fully support child-choice and self-selection as yet. In

addition, creativity and exploration are still limited due to the organisation of the space and the provision of adult-led activities.

Complaints since the last inspection

Since 01 April 2004 Ofsted has received one complaint. Concerns were raised on the 14th October 2005 that staff ratios were not always maintained; that children were not cared for in separate age groups; that the kitchen door was always left open, allowing unsupervised access by children and that a fire exit was blocked. Ofsted carried out an unannounced visit to investigate National Standards 2: Organisation, 3: Care, learning and play and 6: Safety. There was no evidence to suggest any breach of Standards 2 or 3; however, there was evidence to suggest a breach of Standard 6 and an action was agreed as a result, which was acted upon promptly. The provider remains suitable to care for children.

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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 further the registered person should take account of the following recommendation(s):

- make sure that evacuation procedures are displayed in every room so that all staff know what to do in this event in order to keep children safe
- continue to develop staff's knowledge of how to support children aged under three years in their play and learning effectively, using appropriate techniques such as skilful open-ended questioning and proactive interaction to encourage children to develop and make good progress
- provide a stimulating and rich environment for children aged under three years, particularly for babies and particularly at low-level
- ensure that children aged under three years have access to an environment that allows them to develop an understanding of the diverse world around them.

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):

- continue to improve the provision for child-initiated learning by ensuring that children have greater access to resources and toys, within low-level storage and by utilising self-selection systems effectively to further support independence
- increase the opportunities for children to express themselves creatively, particularly within child-initiated play
- make sure that the aims and objectives in short-term planning directly relates to the stepping stones so that all staff can be clear about the focus for children's development.

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