

Kaleidoscope (Acomb)

Inspection report for early years provision

Unique Reference Number	EY221643
Inspection date	22 January 2008
Inspector	Elaine Marie McDonnell
Setting Address	Westfield School, Askham Lane Acomb, York, YO24 3HP
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Registered person	Kaleidoscope Day Nurseries 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.

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 (Acomb) is one of 11 day care provisions owned by Kaleidoscope Day Nurseries Limited. The nursery has been registered at its current premises since October 2004 and is situated in purpose-built facilities within the grounds of Westfield Primary School in the Acomb area of York. The provision serves both the local and wider community and operates each weekday between the hours of 07.30 and 18.00, all year round, with the exception of public holidays and a week between Christmas and New Year. Children are cared for in four separate areas, depending on their age, and all children have access to attractive and stimulating outdoor play areas, including a sensory garden.

There is also an out-of-school facility attached to the nursery, named KOOSH, which services six local primary schools and a local authority nursery. The provision can care for up to 98 children under eight years at any one time, including those in the out of school club, and this number can be increased to 130 children during school holidays. Children may attend for a variety of sessions, for example, for two hour periods if parents are involved in training. There are currently 181 children on roll aged between 6 months and 10 years, of these, 23 children are in receipt of funding for early education. There are also 18 children aged two to three who

are funded by the 'pathfinder' scheme. There are currently no children with any learning difficulties or disabilities on roll. However, there are a small number of children who speak English as well as an additional language attending the setting.

The nursery employs 19 members of staff to work directly with the children, of these, 14 are employed on a full-time basis. Additional staff are also employed to undertake domestic and cooking duties on a daily basis. The managerial staff are qualified to level 4 and all other staff members have, or are working towards, levels 2 and 3 qualifications. Some staff are also working towards a foundation degree. The nursery receives regular support from the York City Council Early Years Development and Childcare Partnership. The nursery is also part of the local partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow appropriate health and hygiene procedures to ensure that the premises and equipment are kept clean. However, there are inconsistent procedures in place to help children to begin to understand about simple, good health and hygiene practices throughout the daily routine. Comprehensive accident and illness procedures are in place to protect children's overall health, including the exclusion of children with any infectious illnesses. Medication and accident records are well completed and appropriate first aid boxes are readily available throughout the nursery.

Children are well nourished. They receive varied and nutritious two course meals and healthy snacks, which are freshly prepared on the premises each day. Children have their health and dietary needs met because staff work well with parents to obtain written information about individual requirements and family preferences, which the cook and staff are well aware of. Children learn about healthy living during discussions with staff and lunchtime is observed to be a relaxed and sociable occasion.

Children have good opportunities to enjoy physical activity. They have easy access to the outdoor play areas as exit doors are often left open in some rooms so that children can choose if they want to play indoors or outdoors. All children have access to attractive and stimulating outdoor play areas and a good range of physical play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good steps are taken to ensure that children are cared for in a safe environment. For example, the premises are kept secure, a record of visitors is maintained and suitable risk assessments are conducted. Comprehensive safety procedures are in place and good steps are also taken to ensure that children are kept safe when playing outdoors or when on outings. Children learn to keep themselves safe when involved in regular fire drills.

The environment is warm and welcoming for the children with a good range of activities and play materials, which are in good condition, readily available for them in each room. Children have easy access to the toys, equipment and furniture and staff ensure that resources remain safe and suitable for use with regular checking and cleaning routines.

Children are well protected because staff understand their role in relation to child protection issues and are able to put appropriate procedures into practice when necessary. Some staff have had access to training in relation to safeguarding children and demonstrate a good understanding of the main areas of abuse and of possible signs.

Helping children achieve well and enjoy what they do

The provision is good.

All children are involved in a good range of activities that cover all areas of development. For example, babies enjoy tactile activities when playing with sand and rice, they also enjoy singing and musical instruments. Older children, including those in the out of school club, participate in baking ginger bread. Focused activities are well planned for all age groups and children's involvement and development is observed and recorded by staff. Information gained from assessments is appropriately used to help plan the next stage in children's learning and activities are planned around the children's interests. Some staff working with the younger children demonstrate a sound understanding of 'Birth to three matters' and the framework is appropriately implemented.

Children develop confidence and self-esteem well when being praised and encouraged by staff for their efforts, for example, when serving and eating their lunch and when asking to go to the toilet. Children show a lot of interest in what they do and enjoy the activities and resources available. Pre-school children particularly enjoy a pouring and measuring activity with water and persist for a long time whilst concentrating well. Children have good opportunities to be independent and use their initiative, for example, when deciding what to play with and when using the bathroom independently.

Children have appropriate opportunities to learn about wider society and begin to appreciate their own culture and the cultural traditions of others. They also have access to resources which positively reflect wider society, such as books and dolls. Pre-school children are learning a letter, colour, number and shape of the week with the help of staff and a hand puppet.

Nursery education.

The quality of teaching and learning is good and children are making good progress towards the early learning goals in all areas of learning. Staff demonstrate a sound knowledge and understanding of the Foundation Stage and how young children learn. The learning environment is well planned and set out to provide a broad and balanced range of activities and experiences across the six areas of learning. Staff offer good support and encouragement to children and help them to become focused during activities. Assessment of children's ability and progress is appropriate and information gained is satisfactorily shared with parents and is used to help move children onto the next stage in their learning.

Children show increasing independence in selecting and carrying out activities, and display high levels of involvement and persist for extended periods in activities of their choosing. They form good relationships with adults and peers and relate well to other members of the group. Children listen well to stories with increasing attention and recall. They can sustain attentive listening and respond well to stories, questions and instructions. Children can recognise when words rhyme and can also recognise initial sounds of different words. They enjoy joining in with number rhymes and songs. Some children manipulate objects with good control, for example, they can pour water from large containers into small and thin tubes and can stop quickly once the containers are full. Some children can recognise numerals up to 10 and some

can also count beyond 10. Children show an interest in shape sorting when completing jigsaw puzzles. However, there are limited planned or regular opportunities for children to learn about simple addition and subtraction.

Children show an interest in the computer, they know how to operate simple equipment and can complete a simple computer programme. Some children explore and smell different plants in the sensory garden and talk about the different colour and smell of the water during a pouring activity. Photographs show that they have also investigated mini-beasts and visited a farm. Children move spontaneously within available space and adjust speed and change direction when necessary to avoid obstacles both indoors and outdoors. They respond to rhyme and music with spontaneous movements and dancing. Children show good awareness of their own needs regarding eating and hygiene. For example, they help themselves to snack, serve some of their own lunch, and use the bathroom independently. They participate in many activities requiring hand and eye coordination as well as large physical activities, such as racing and kicking different size balls. Children can differentiate colour well and are beginning to differentiate marks and movement on paper when painting. They participate well in imaginative role play based on first hand experiences.

Helping children make a positive contribution

The provision is good.

Equal opportunities are well promoted within the setting. All children are included and involved, their individual needs are being met. Babies eat and sleep according to their individual routines. Appropriate procedures are in place for the identification and assessment of children with learning difficulties or disabilities and the provision currently supports a small number of children who are bilingual. Children's spiritual, moral, social and cultural development is fostered.

Children enjoy being in the nursery and enjoy the activities available; they are settled and happy and make positive relationships with adults and peers. They are well behaved and behaviour is appropriately and consistently managed by skilled staff. Older children who attend KOOSH sign a behaviour management agreement form, which helps them to feel included and valued.

Partnership with parents and carers is good.

Parents are kept well informed about their child's development, progress and achievements through regular discussions. They also have access to their child's observation and assessments records. However, parents are not currently involved in the assessment process.

Parents receive good quality information about the provision overall, including the out of school club. They receive basic written information about the educational programme. The setting actively seeks, values and acts upon parents' views and comments. For example, parents are given questionnaires and any issues highlighted on these are addressed at regular staff meetings.

Teaching satisfactorily includes parents and carers in children's learning. Parents are asked to bring items in from home to aid certain topics and 'activities to do at home' sheets are also issued. An appropriate complaints procedure is in place, however, the complaints record is not currently available for parents to view.

Organisation

The organisation is good.

Comprehensive recruitment, vetting and induction procedures are in place and are rigorous and robust enough to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills.

Attendance records and observation indicate that adult to child ratios are effectively maintained throughout the day. Group size and deployment of staff contributes positively to children's care, learning and play. Staff have high regard for the well-being of all children and as a result children receive good adult support and attention.

Most members of staff have an up-to-date first aid certificate. This ensures that there are always a number of staff on duty, or on outings, with an appropriate qualification. Staff have good access to ongoing training and development courses and several members of staff have recently attended training relating to safeguarding children and food hygiene.

All records and documents required for the safe and efficient management of the provision are available, well kept and up-to-date. Staff are well aware of the policies and procedures of the setting and these work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management of the provision is good and contributes to children's progress towards the early learning goals. The manager has a clear vision for nursery education with a strong focus on the personal development of children and staff. The manager sets clear directions leading to improvements in the organisation of nursery education and the outcomes for children. 'Action plans' are set out for different rooms and are available for inspection. Room supervisors receive regular support from the manager in relation to activity planning; the manager ensures that plans include all areas of learning.

Comprehensive induction procedures for both staff and students ensure that new staff are inducted well into the setting. Good staff procedures are in place to ensure that all staff have access to an appraisal system and ongoing training and development courses. The leader motivates staff and children, builds committed teams and acts as a good role model.

Improvements since the last inspection

At the previous inspection relating to the National Standards, the provider was asked to ensure there are opportunities for all children to develop, that policies and procedures are easily understood by parents, and that effective procedures are in place for parents to contribute towards children's assessment records. Most of these recommendations have been addressed, for example, there are good opportunities for all children to develop, and policy and procedure documents are readily available for parents. However, parents do not yet contribute towards children's assessments.

At the previous inspection relating to the educational provision, the provider was asked to add learning intentions to short term planning and to plan more activities for children to add, subtract and participate in simple problem solving activities. The provider was also asked to develop staff's abilities to record observations of children learning. Most of these recommendations have been addressed. For example, short term planning includes learning outcomes and staff regularly observe children's development. However, there are still few

planned activities for children to experience adding and subtraction as part of their mathematical development.

Complaints since the last inspection

Ofsted received concerns relating to National Standard 2, Organisation. A childcare inspector visited the provision on 5 May 2006. An action was raised with regards to National Standard 2, Organisation and satisfactorily met by the registered provider. The provider remains qualified for registration.

Ofsted received concerns in relation to National Standard 6, Safety. The Compliance, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied that the provider has now taken appropriate action to address the concerns raised and that the provider remains qualified for 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 further the registered person should take account of the following recommendation(s):

- promote children's understanding of simple, good hygiene routines by ensuring that these are consistently promoted throughout the daily routine
- ensure that the record of complaints is readily available for parents should they request to see it, also applies to nursery education.

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 children have more opportunities to learn about addition and subtraction
- ensure that parents receive good quality information about the educational programme and have appropriate opportunities to be involved in assessment procedures.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk