

Gildersome Koosh Club

Inspection report for early years provision

Unique Reference Number	EY251234
Inspection date	14 September 2007
Inspector	Maralyn Chiverton
Setting Address	22 Finkle Lane, The Green, Gildersome, LEEDS, LS27 7DX
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Registered person	Kaleidoscope Day Nurseries 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 good. 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 Day Nursery is privately funded and is one of several childcare establishments run by Kaleidoscope Day Nurseries Limited. It operates in Gildersome, on the outskirts of Leeds, within local amenities. Care is provided in three rooms in an adapted building with access to a secure enclosed garden. It was registered in October 2006 to care for no more than 48 children under eight years of age at any one time. There are currently 26 children on roll, one of whom is in receipt of nursery education funding.

The nursery is open each weekday from 08.00 to 18.00. It is closed one week at Christmas and all other statutory bank holidays. The nursery supports children with learning difficulties or disabilities.

The nursery employs 10 staff, six of whom have a recognised early years qualification. A further three members are working towards a qualification. The nursery is a member of the National Day Nursery Association. It receives support from the local authority and is working towards a quality assurance kite mark.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy through the implementation of very effective hygiene practices and procedures which meet their individual nutritional, physical and health needs well. For example, separate coloured cloths are used for cleaning a specific area and staff wear aprons and cover their hair when preparing food. Children are provided with an environment which is very clean and well maintained. Staff are very pro-active in promoting children's understanding of the need for personal hygiene. For example, before eating they are reminded to wash their hands to wash away the germs to avoid getting a poorly tummy. Children benefit from a variety of nutritious meals which are well presented and full of fresh ingredients. However, meal and snack times are not always organised to further promote independence and choice, for example with self-service. Children are well protected from illness through the clear understanding of parents not to bring children who are suffering from a doubtful rash, sore throat, diarrhoea or sickness.

Children are beginning to show good awareness of themselves, space and others. They move with good control and coordination in a variety of ways. Their understanding of the changes to their bodies after exercise are satisfactorily promoted through discussion. For example, children talk about the changes to their heartbeats before and after exercise. The benefits of a healthy lifestyle are suitably promoted through planned topics, such as health week as well as discussion about meat helping children to have strong muscles and to grow big and strong.

Babies and children under two years of age are well cared for. They follow their own routines for eating, rest and sleep. Mealtimes are treated as an opportunity for children to enjoy their food and become independent in feeding themselves. Babies emotional well-being is fostered and promoted effectively through very good attention and support. They are made to feel special through established shared understandings between parents and carers as well as an effective keyworker system.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept very safe in premises that are welcoming and secure at all times. They benefit from the very effective procedures in place to record their arrival and departure times as well as the recording of any visitors to the nursery. Parents are asked to provide a four letter pin number which is used by other persons, other than the usual named person when collecting children. Children are able to independently and safely access a very good range of high quality toys and equipment which are safe, suitable and purposeful. Any in need of replacement are bought through reputable companies to ensure the BS EN standards have been met.

Children's understanding of personal safety is well promoted through constant reminders and simple explanation. For example, they know not to climb or run inside as they could fall and hurt themselves. Children benefit from the high priority given to their safety. For example, an outdoor checklist is carried out each time the children go outdoors and their understanding of the importance of wearing sun cream and sun hats when the weather is hot. Children are well protected from risk of harm through the staff's clear knowledge and understanding of child protection issues and the procedures to follow.

Babies and younger children are provided with opportunities to make choices and understand the need for a balance between freedom and safe limits, through the effective implementation of clear and consistent boundaries. The regular sharing of information ensures children are kept safe at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident learners. They benefit from a well organised environment which is divided into areas of learning. They show good interest and enjoyment in their play. Staff provide many opportunities in the daily routines to develop children's counting skills and recognition of colours and shapes. For example, children count how many knives and forks are needed at lunch time. Children's independence, confidence, and self-assurance is fostered and promoted effectively through lots of encouragement, support and praise. They respond well to effective questioning and are encouraged to think for themselves. Children have access to a broad range of resources and activities, which are developmentally appropriate. Their understanding of right and wrong is well promoted through explanation and simple discussion.

Babies and younger children are given good opportunities to learn about words and respond to rhythms through planned activities and effective interaction. They have access to a wide range of natural materials which promote their curiosity and help them to explore, experiment, sort and classify. Their progress is recorded in individual books which include photographs, written observations as well as specific learning outcomes.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have a relevant understanding and knowledge of the Foundation Stage curriculum and children are making appropriate progress through the stepping stones towards the early learning goals. Written observations are used to monitor children's progress. These are added to the individual files of the children. However, there is no clear procedure for identifying what a child knows and can do when entering the setting or extending their individual learning. Children are confident and self-assured. They relate well to each other and are beginning to write their names. Children enjoy listening to and participating in stories. Children are able to count to 10 and recognise numbers up to three. They take part in simple addition and subtraction through the use of compare bears. Children use technology for learning and learn about the features of living things through the planting of seeds. They paint and design freely and enjoy singing and using musical instruments. Their ideas and thoughts are expressed through role play situations.

Helping children make a positive contribution

The provision is good.

Children are happy and well settled. They are valued as individuals and their personalities well known through an effective key worker system. Children show a good sense of belonging and benefit from the effective promotion of equality of opportunity. They are encouraged to participate in a variety of activities which actively promote their understanding of diversity. A wide range of photographic posters of children from around the world further promote children's awareness of the wider world. There are effective arrangements in place to care for children with learning difficulties or disabilities through access to an experienced, designated coordinator who works closely with parents and outside agencies. Children are well behaved. Staff constantly support and promote good behaviour through explanation, reiteration and simple discussion.

They explain the need to take turns and to share with their friends. The use of empathy dolls ensures children's spiritual, moral, social and cultural development is fostered.

Babies and young children are warmly welcomed by their keyworker's who demonstrate a very good understanding of children's facial awareness and body language. Staff ensure children feel valued and celebrated as individuals through ensuring routines for feeding and changing are personal. They understand the need for some children to bring a comfort object from home to ease the transition period from home to nursery.

Partnership with parents and carers is satisfactory. Parents receive information about the Foundation Stage through displays and discussion. They are encouraged to be involved in their child's learning through discussion about planned topics, newsletters and shared information on parent evenings. Parents are encouraged to be involved in fundraising; they are given parent questionnaires which include their comments. They are given daily feedback about their child's progress as well as having easy access to their child's individual file.

Organisation

The organisation is good.

Children are provided with a well managed and organised provision. Effective deployment of space, staff and resources ensures children's needs are effectively met. The implementation of detailed, well written policies and procedures ensures the smooth and efficient running of the provision and contributes to children's welfare, care and learning. There are effective contingency plans to cover for staff absence to ensure a good adult child ratio. Children are provided with a range of activities which are developmentally appropriate and purposeful. They receive lots of support and encouragement which allows them to be confident learners. Staff work effectively as a team and are encouraged to further their knowledge and understanding through attending in-house as well as external training.

Leadership and management of the educational provision is satisfactory. The setting has a clear vision for the future which is shared with all staff. The educational provision is evaluated through feedback from the local authority, the planned curriculum as well as children's individual profiles. However, the profiles do not include what the child already knows when entering the setting and there is no clear procedure for extending children's individual learning. The setting is committed to the provision of an inclusive environment.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following the last inspection recommendations were put in place to improve children's safety, welfare and learning. These were to develop a policy relating to collection of children; to develop ways of re-enforcing children's understanding of equality of opportunity and to ensure all relevant documentation relating to accidents is always given to parents.

Since the last care inspection the setting has taken very positive steps to improve children's welfare, safety and learning through the introduction of a clear policy relating to the collection of children. All relevant documentation with regard to accidents is now always given to parents and a range of resources have been introduced to re-enforce children's understanding of equality of opportunity.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- organise snack and meal times to further promote independence and choice.

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):

- improve the procedures for identifying what children know and can do when entering the setting as well as the extension of individual children's learning

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