

Kaleidoscope Childcare

Inspection report for early years provision

Unique reference number EY312272
Inspection date 10/12/2009
Inspector Linda Patricia Coccia

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Kaleidoscope Childcare is one of three childcare settings run by Kaleidoscope Childcare Limited. It opened in 2005. It operates from one room in the Methodist church hall in Dover, Kent. There are separate kitchen and toilet facilities. Children have access to a secure outdoor play area. There is suitable access to the building. 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 pre-school, which is funded by the health authority. The pre-school supports a number of children with special educational needs and disabilities and children who speak English as an additional language.

The provision is registered on the Early Years Register and may care for 30 children at any one time. There are currently 33 children who fall within the early years age range on roll. The group opens five days a week, from 9am until 12 noon, term time only. On two days the session is extended until 1pm. There are six members of staff who work with the children. There are five members of staff who have a recognised early years qualification to National Vocation Qualification level 3. A specialist practitioner is in post with speech and language qualifications to support children. One member of staff is currently on a qualification course.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is effective in meeting children's needs because they consider each child to be an individual. The experienced staff team have a good understanding of how young children learn and develop. They work extremely closely with parents to support the children in their care. The provider continually monitors and reviews her policies and procedures to ensure that they have a positive impact on the children. This shows the provision's commitment to continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide opportunities for children to contribute to the provision's self-evaluation
- access equality and diversity training opportunities for staff.

The effectiveness of leadership and management of the early years provision

The provision has a clear vision for the type of childcare it offers. This is communicated well to staff and parents through the comprehensive policies and procedures. The supervisor manages the provision well and is supported by experienced staff. They competently implement the policies and procedures. The

safeguarding children policy includes rigorous and robust recruitment and vetting procedures for the employment of staff. All staff hold current Criminal Record Bureau clearance checks and attend regular up-date training sessions. The provision has recently made improvements to the safeguarding procedures by implementing a no mobile phone policy for staff.

The procedures also ensure that rigorous risk assessments are carried out as part of the provision's six monthly reviews and daily checks are also carried out on the room and toys. Children also participate in regular emergency evacuation procedures. The provision provides a wide range of good quality toys and activities for children. Although the room is small, staff make the most of the resources available to them and utilise the equipment well. They have provided a small but effective outdoor play area from a small patch of ground to the side of the church. The children access this daily. It provides activities covering all the six areas of learning. Occasionally equipment is hired to extend the opportunities for children such as extra large building blocks and dressing up equipment for outside use.

The provision has developed excellent partnerships with local agencies and local primary schools. The staff regularly consult with reception class teachers about individual children and many of the teachers visit the setting to meet children. The provision has close relationships with the local Sure Start Children's Centre and the specialist teaching service based there. One member of staff is funded by the local health authority for three days a week to provide specialist speech therapy sessions within the group environment. The provision promotes equality and diversity through the use of toys books and posters with positive images of race, culture and disability. The written policy considers both staff and children. The provision is committed to supporting all children as individuals. Those who speak English as an additional language are helped by the use of pictorial time lines. Staff also learn key words from children's home languages in order to aid communication. All children learn a few sign language signs, also designed to aid communication with staff and their peers. However, staff have not been able to access dedicated equality training which would enhance their good practice further. Parents receive lots of information about their children's development and learning both written and verbally. They are offered the opportunity to provide written information and observations in their children's learning record. Parents have been consulted about the service they receive in the form of questionnaires. Their comments have been included in the group's self-evaluation and have provided suggestions for future improvement. The only user group who have had no formal input into the self-evaluation are the children. Staff work very closely with parents in order to ensure children receive consistency of care.

The quality and standards of the early years provision and outcomes for children

Children have an enjoyable time at the provision. They arrive happy and eager to participate. They show a good degree of independence but feel able to approach staff for help and comfort when they want. They achieve well because they use a wide range of well planned, interesting activities. They role play in a well equipped home area using real equipment and food packaging. The role play area can be changed into a doctor's surgery or shop depending on the current interests of the

children. Children use of lots of puzzles and construction toys to develop their problem solving and numeracy skills and can operate all sorts of equipment, including the computer, competently. They enjoy the cosy book area, electing to read books for themselves and to their friends. Children learn skills for the future. Children readily enjoy large group time for stories and singing or making music with an interesting range of musical instruments. They use magnifying glasses to examine mini beasts from the garden and enjoy planting and caring for seeds. Physical activities are used both indoors and out. Children are happy to free flow around the room choosing and selecting activities for themselves. Children's development records show they are making good progress towards the early learning goals. Staff carry out initial assessments of children with their parents. They obtain information on the children's likes and dislikes. Observations are carried out on the children to enable staff to ascertain the levels of children's abilities over the six areas of learning. Staff are able to assess children's achievements and identify their next steps to help them move forward. Activities are planned for each individual child by being added to the main planning board and discussed at staff meetings. Observation records are well maintained, contain pictorial information of the children as well as examples of children's work. Parents can access the record whenever they want.

Children choose when to eat at the snack bar. They receive nutritious food with a choice of fruit and vegetables, milk and water. They often help to prepare snacks with staff. Children begin to understand about the effects of physical exercise on their bodies as they discuss issues with staff, such as, taking rest periods after extended physical exercise and wearing sun hats in sunny weather. Some children stay for an extended lunch period and have food provided by their parents. Children are also aware of the provision's personal hygiene procedures and rigorously practice them. There are few children who still need to have their nappy changed. The procedures ensure that they are safeguarded and their privacy protected. Apart from knowing personal hygiene procedures children also have a good understanding of the behaviour expected from them. There are posters displayed on the walls which remind them about sharing toys and being kind as well as personal behaviour such as using their indoors voice and using toys safely. Children cooperate well with staff and get on well with their peers. Children have questioned each other's differences and have had them carefully answered and any resulting issues addressed through planned activities. Children accept each other's differences.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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