



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507762

DfES Number: 512718

INSPECTION DETAILS

Inspection Date	13/09/2004
Inspector Name	Lynn Morris

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kaleidoscope Nursery
Setting Address	Windmill Road Longford Warwickshire CV6 7BP

REGISTERED PROVIDER DETAILS

Name	Mrs Victoria Emily Goode
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kaleidoscope Nursery opened in 1995. It operates from a purpose built nursery in the Longford district of Coventry. The nursery serves parents from Coventry and also parents from Warwickshire.

There are currently 41 children from 0 to 8 years on roll. This includes 7 funded 3-year-olds. Children attend for a variety of sessions. The group supports children with special needs, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:45 to 17:45.

There are 9 staff who work with the children. All staff have early years qualifications to NVQ level 2 or 3. There is 1 member of staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Kaleidoscope Nursery provides an environment where children are making generally good progress towards the early learning goals. Children make very good progress in communication, language and literacy, knowledge and understanding of the world and physical development.

Teaching is generally good. All key staff have attended Foundation Stage and Curriculum Planning training. They use their knowledge to plan a curriculum, which helps children progress along the stepping-stones in most areas of learning. However, support and resources do not always adequately reflect children from minority communities and understanding of developing calculation with children is limited.

The daily routine is well balanced but has some minor issues related to the time table of events. Themes are linked to daily activities and include good use of the local area. Good systems for observation and assessment are used but they do not yet clearly link to the planning of individual children's next step of learning.

Staff have consistent strategies for behaviour management and children are happy and well behaved. Relationships are fostered well and the use of praise and encouragement is given high priority.

Leadership of the nursery is generally good. Staff are encouraged to attend appropriate training and have regular appraisals. There are systems in place to assess the strengths and weaknesses, to make changes and improve care and education. However, staffing shortages sometimes impact on the room leader's role.

Partnership with parents is generally good. They receive good, clear information about the setting and the foundation stage curriculum. They are able to meet with key workers to discuss their child's progress at open days. They contribute what their child already knows but are not yet able to become involved directly in their child's learning.

What is being done well?

- Children's personal, social and emotional development is good. They make good relationships with each other and adults and they are excited and motivated to learn.
- Children's behaviour is good as a result of effective strategies used by the adults to consistently manage children's behaviour.
- Children are confident speakers. They use a wide vocabulary and their language is extended by staff's constant interaction and use of questions.
- Children have many opportunities to find out about the natural world. They

explore and investigate different materials and use both computers with confidence.

- Children's physical development is progressing well. They climb and balance, throw and catch and have opportunities to use wheeled toys, move and dance.
- Resources provided for children are good. They access a good range of planned and freely chosen activities both indoors and outside.

What needs to be improved?

- the resources and support given to children who speak English as an additional language
- the opportunities arising during play and activities to begin to develop an understanding of calculation
- the review of the timetable to ensure that children are able to take part in regular singing and rhymes
- the system used for observation and assessment to establish a clear link to planning for children's individual next step of learning
- the systems used to enable parents to have opportunities to become involved in their child's learning.

What has improved since the last inspection?

The setting has made generally good progress addressing key issues from the last inspection. Children are able to choose freely from a good range of resources and planned activities and progress has been made in all areas of learning. Groups have been re-organised and behaviour has improved and is managed consistently by staff.

Children who speak English as an additional language do not have their sense of belonging adequately supported and parents are still not directly involved in their child's individual learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make good relationships with peers and adults through constant interaction. They are excited trying new activities and confident engaging in familiar activities. Behaviour is good as a result of praise and encouragement. Children's confidence and independence are developing well. Most talk confidently about their families and people in their lives. Their sense of community is limited. There are few images to adequately support the cultural backgrounds of the majority of children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Most children are confident speakers and use a good range of vocabulary. It is extended by use of questions during activities and group time. Children enjoy listening to stories and some can predict what happens next. Children make marks and practise writing during free play and daily activities linked to themes and topics. Some three-year-olds can write their name unaided. There are good opportunities used daily during group times for children to link letters to sounds.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have a range of activities, which help them to recognise and compare groups of objects to numbers. They have daily opportunities to count and to practise counting. Some children can count to ten and use counting spontaneously during their play. Opportunities arising during play and activities for children to begin to develop an understanding of calculation are not used. They are beginning to make sequence patterns and some can sort and match by size and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have activities, which help them learn about the natural world and how things grow and change. They have opportunities to use construction materials and some make recognisable models. They use both computers with confidence and most children have mastered the use of the mouse and interactive pen supported well by adults. Children are beginning to talk about features of the environment and home. Through festival celebrations, children are developing an awareness of cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use indoors and outdoor areas to engage in activities, which help them to be active. Most children climb and use wheeled toys with control and co-ordination. They balance, throw and catch with increasing confidence. They have planned weekly music and movement sessions. Through discussion they are beginning to learn about keeping their bodies healthy. They use a varied range of small tools and equipment with growing confidence and are beginning to develop fine manipulative skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to select materials and media, which enable them to create pictures and make models. Most activities are freely selected and are supported by adults, who use resources to stimulate children's imagination and creativity. However, joining in familiar songs and rhymes is limited by the timetable. Children use resources in the domestic play area to re-create learned experiences linked to the theme. They contribute their ideas during play and show empathy for others.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the resources and support given to children with English as an additional language
- explore ways in which parents can become involved with their child's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.