



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY267474

DfES Number: 585099

### INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Juliette Jennings

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kaleidoscope
Setting Address	St Andrews C of E Primary School Park Lane Shifnal Shropshire TF11 9HD

### REGISTERED PROVIDER DETAILS

Name	The Committee of Kaleidoscope
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### ORGANISATION DETAILS

Name	Kaleidoscope
Address	St Andrews C of E Primary School Park Lane Shifnal Shropshire TF11 9HD

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 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 is developing 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 99 children aged from 0 to under 8 years attending, of whom 31 are funded 3 and 4 year olds. The group have arrangements in place to support children with special needs or who speak English as an additional language.

There are 11 members of staff who work with the children, 8 of whom hold suitable early years qualifications. Staff access regular training on early years issues and receive support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Kaleidoscope Nursery is providing good quality care. Children are supported well by staff and have opportunities to develop and learn in a child-orientated, colourful and stimulating environment in which they appear happy, relaxed and comfortable.

Children have access to a wide range of age-appropriate resources and activities, which help them to learn and progress. Staff are committed to providing an interesting choice of activities within a routine which is a mix of structured and free play opportunities. They interact with children, ask them questions and take an interest in what they do. Children are well behaved, with staff good at promoting positive behaviour. There are effective assessment systems in place so that staff know what to do to help children make progress. Staff are particularly good at ensuring that they know about children's individual needs and routines, likes and

dislikes and this is particularly evident within the baby room. Staff work very closely with parents to ensure that children's individual routines are accommodated.

Staff access regular and ongoing training in early years issues and current good practice guidelines and this helps to ensure that children are cared for in a child-orientated and secure environment. Safety procedures within the setting are in place, with only three safety issues highlighted at inspection, one of which was dealt with immediately. The choice of drinks available to children is limited.

Documentation, policies and procedures are in place, which are specific to the setting. These are thorough, well written and maintained in good order. Staff are good at adhering to policies and procedures, ensuring that they work in practice. The group maintain a positive partnership with parents, with verbal or written feedback given on a daily basis. Staff inform parents about their child's progress towards and encourage them to become involved in nursery activities.

#### **What has improved since the last inspection?**

Not applicable as this is the first inspection.

#### **What is being done well?**

- Thorough and detailed policies and procedures are in place, which staff adhere to, ensuring that they work in practice.
- There is a clear and effective management and staffing structure, with all staff being aware of their roles and responsibilities.
- Children's individual needs and stages of development are well catered for within the nursery routine. In particular, staff work very closely with parents to ensure that babies routines and needs are accommodated.
- Children are well behaved and develop good relationships with staff and other children. Staff use effective methods to promote positive behaviour.
- The partnership with parents is very good. Clear and detailed information is given which outlines the care and education provision. Parents are given written or verbal feedback on a daily basis and encouraged to be involved in their child's learning.

#### **What needs to be improved?**

- the safety of the electrical sockets in the office
- the security of the gates in the outdoor area so that children cannot leave the area unsupervised
- the children's access to a choice of nutritional drinks.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
6	Make sure that electrical sockets are fitted with socket covers; and ensure that the outdoor area is secure and that children are unable to leave the area unsupervised.
8	Improve childrens access to a choice of nutritious drinks.

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

### How effective is the nursery education?

The effectiveness of the education is generally good. Children are making generally good progress towards most of the early learning goals.

They participate in a wide variety of well-planned structured activities. However time, space and resources should be better organised to increase opportunities for children to engage in free play activities, to explore and investigate through valuable child-initiated play. In addition, children would benefit from more opportunities to express their imagination and make independent choices about what they want to do. There are suitable arrangements in place for supporting children with special educational needs. Children are well behaved and form good relationships with others.

The teaching is generally good. Staff access regular training and have a good understanding of the Foundation Stage. Written plans are developed which clearly highlight the intended learning for children and accommodate differentiation. The keyworker system enables staff to focus on individual children's needs within adult-led activities. Weekly meetings ensure planning is relevant to children's individual needs. Staff use appropriate methods to challenge and support children and they are good at praising positive behaviour.

The leadership and management of the setting are generally good. Staff and management are aware of their roles and responsibilities, which encourages smooth running of the daily routine. Policies and procedures are clear and detailed, with all staff adhering to them so that they work in practice. Support and advice is sought from other professionals where appropriate.

The partnership with parents is very good. The setting provides parents with very good information about the provision and parents are encouraged to be actively involved within the group. Arrangements are in place for parents to be informed about their child's progress and to be involved in their child's learning.

### What is being done well?

- Staff are good at planning a broad range of stimulating and interesting structured activities which help children to make generally good progress towards the early learning goals.
- Children are happy, confident and interested to learn in a relaxed, comfortable and stimulating environment.
- Leadership and management are good. There is a clear staffing structure, with all staff aware of their roles and responsibilities within the setting. They work well together as a team, are very aware of children's individual stages of

development and are committed to the care and education of children.

- The partnership with parents is very good, with clear information given to parents about the setting and the educational provision. Staff encourage a friendly, informal atmosphere and support parents to become involved in their child's learning.

#### **What needs to be improved?**

- the organisation of time, space and resources so that three and four year olds have more opportunities to extend and reinforce their learning through meaningful, child-initiated play
- the opportunities for three and four year olds to be able to express their imagination, particularly in creative activities and role-play
- the opportunities for children to make independent choices about what they want to do.

#### **What has improved since the last inspection?**

Improvement since the previous inspection is generally good.

There were two key issues. The first was to increase the amount of time and opportunities for children to initiate their own activities and work independently. Although efforts have been made to adopt a routine that accommodates free play, the use of time, space and resources still need some improvements so that children have more opportunities to engage in child-initiated play and to work independently. A key issue has been raised at this inspection, which reflects this.

Second, the setting was asked to ensure that assessments of children's attainment and progress be used in the planning of activities, based on each child's individual learning needs. Assessment records and ongoing observations monitor children's progress using the stepping stones. Weekly planning meetings between keyworkers ensure that medium and short term plans accommodate the needs of the children at that particular time, so specific needs or area's to improve can be focused on. Observations made from these activities are then used to inform assessments.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Both three and four year olds are interested and motivated to learn. They are confident, form relationships, are sensitive to others and are learning to share. Children are beginning to understand what is right and wrong and are well behaved. They have some personal independence, but have limited opportunities to make choices about what they want to do within a mainly adult-led routine.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact and talk with adults and other children. Both three and four year olds listen to stories with enjoyment and are beginning to use language to organise real and imaginary experiences. Children do not always have time to access activities in child-initiated play and have limited free time to look at books. They have ample opportunities to develop their early writing skills in structured or planned activities, such as writing names and attempting writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Both three and four year olds say and use numbers in familiar contexts. They can count to eight, with older, more able children counting to ten and beyond. They have limited opportunities to extend their mathematical ideas and solve problems in child-initiated free play, though planned activities are good. Children have opportunities to begin to understand the concept of addition and subtraction, shape space and measure, but this could be further extended in valuable play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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All children have some opportunities to explore, investigate, design and make objects in structured, adult-led activities, but do not always have time to reinforce and extend their learning or develop their skills in child-initiated free play. They have opportunities to use information technology and programmable toys and are developing an awareness of time, place and other cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Both three and four year olds move confidently and with increasing skill. They can climb, use wheeled toys and travel around, over and under. They use equipment to practice balancing skills, with older, more able children showing a sense of space, themselves and others. Children do not always have enough time or opportunity to develop their physical skills using tools and materials, particularly in free play.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children have some opportunities to explore media and materials, but do not always have the time or opportunity to explore and use their imagination, particularly in creative activities, which are often adult-led. All enjoy music, singing and dance and can sing simple songs from memory. They attempt to develop their imagination in role-play and express and communicate idea's, but again adult-led activities and limited time to play prevents them from making very good progress.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## 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

- There are two key issues;
- Organise time, space and resources so that three and four year olds have more opportunities to extend and reinforce their learning through meaningful, child-initiated play.
- Increase the opportunities for three and four year olds to be able to express their imagination, particularly in creative activities and role-play, and to make independent choices about what they want to do.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*