



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY221643

DfES Number:

### INSPECTION DETAILS

Inspection Date 13/05/2004  
Inspector Name Jenny Taylor

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Kaleidoscope (Acomb)  
Setting Address Westfield School  
Askham Lane Acomb  
York  
YO24 3HP

### REGISTERED PROVIDER DETAILS

Name Kaleidoscope Day Nursies Ltd. 4397387

### ORGANISATION DETAILS

Name Kaleidoscope Day Nursies Ltd.  
Address 22 The Green, Finkle Lane  
Gildersome, Morley  
Leeds  
West Yorkshire  
LS27 7DU

## 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 (Acomb) is a day nursery owned by a private company with other nurseries, It has an area and a nursery manager. It has been opened since January 2003 in its current premises and is planning to move to new purpose-built premises shortly within the grounds of Westfield Primary School. The nursery currently operates from a self-contained unit in the grounds of the School in Acomb, York and serves the families in the local residential area. It is open between 7-30 and 18-00 from Monday to Friday all year, except for Bank Holidays. There is also an out-of-school facility which services four local schools and a local authority nursery. There are currently 72 children on roll, with 13 3 year olds and 4 four year olds receiving funding. There are no children who have special educational needs and no children with English as an additional language. The nursery employs 12 staff, two staff trainees and a cook. The managerial staff are qualified to level 4 NVQ and all other staff have, or are working towards, levels 2 and 3 . The nursery receives regular support from a Development Worker from the York City Council Early Years Development and Childcare Partnership. The nursery is also part of the local partnership.

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

### How effective is the nursery education?

Kaleidoscope (Acomb) provides a welcoming environment where children make generally good progress overall towards the early learning goals, In personal, social and emotional development and communication, language and literacy children make very good progress. They make generally good progress in physical and creative development and knowledge and understanding of the world. Mathematical development is limited by significant weaknesses.

The quality of teaching is generally good. Staff challenge children's thinking and have a good knowledge of the curriculum. They organize resources very well to stimulate children's imagination and independence. They skilfully develop spoken language. Adults and children have very good relationships, with high expectations, which results in very good behaviour. The new assessment scheme is not yet sufficiently based on good observations of children's learning, so progress cannot be easily identified. Plans do not show sufficiently what children are intended to learn and planning is not linked to assessments. Children are not challenged enough in some aspects of mathematics, knowledge and understanding of the world and physical development.

Leadership and management of the nursery is generally good. Systems are in place to monitor and evaluate nursery provision. The Manager can readily identify the nursery's strengths and areas needing development, however staff's knowledge and understanding of linking children's assessments to the planning requires further support. The Directors are very committed to improving the provision and provide good resources to encourage staff training.

The partnership with parents and carers is very good. They receive information about activities and topics, which parent's value and which allows them to be involved in children's learning. Parents are well informed about their child's progress through Parent's Evening, Open Day and looking at children's folders.

### What is being done well?

- Staff demonstrate very good questioning skills to challenge thinking, to stimulate language development and to enhance children's learning
- Staff make very good use of well-organized resources to develop children's imagination and independence
- Children enjoy a wide range of story and non-fiction books
- Staff have very good relationships with children. They support and encourage them very well in their learning and are sensitive to their needs and feelings.

- Children's observational and investigative skills are very well encouraged and their curiosity stimulated through interesting topics.

**What needs to be improved?**

- the short-term planning
- the effectiveness of staffs knowledge and abilities in using the new system of assessment
- The planning and teaching of some aspects of mathematics

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show initiative and independence very well in choosing their own activities and are learning to express their own views. They are helpful to others, interact very well and can share resources. Their behaviour is very good and they are developing self-confidence and pride in their own achievements. Children are learning about feelings and how to respond and control them in different situations. All children learn to value differences about other people's cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact very well with adults and each other and confidently initiate conversations. They take turns in conversations and use language for a variety of purposes. Children talk about what they do, connect ideas and use language in imaginative play to try out new experiences and to explain thoughts. Some children recognize rhyming words and 4 year olds know which letters represent some sounds. All children can recognize their names & some can write well-formed letters. They enjoy books

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Many activities promote good learning and enjoyment of numbers. Children can count beyond 10. Some 4 year olds can give a number name for each item and recognize and write some numbers to 10. Children are learning to recognize and copy patterns and some can recognize differences in sizes. All 4 year olds can recognize and draw simple shapes. They have too few chances to learn about addition and subtraction through practical activities, to solve problems or to learn about quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have very good opportunities through stimulating topics to learn about changes and differences in growing and living things, to investigate and observe and to record some observations. They talk about events in their past and are learning well about their local community and people's roles in it. They can select appropriate tools to join materials and build with a variety of objects. Children do not learn sufficiently about technology and how to use it to support their learning.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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All children are learning a variety of skills with small equipment to promote control and coordination, for example, catching balls. They can use equipment imaginatively and safely. However, they have no chances to practice climbing and balancing skills on large equipment. They show a good awareness of others' space and can control their bodies and move them in different ways. All children can use equipment with control and 4 year olds show good coordination with, for example, scissors.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are learning very well through their senses to explore their own ideas and express preferences. They explore materials, learn about textures and colour and make 3 dimensional objects. They can identify different sounds & match their body movements to rhythms. Children use imagination to introduce characters from stories and practice using knowledge in role-play, for example, stories about animals. In some activities they are not given sufficient chances to express their own imagination

**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**

- add short-term daily planning to existing plans, based on knowledge of children's learning from assessments, to show clearly what children are intended to learn.
- plan and implement more activities in mathematics for children to learn about addition and subtraction, the solving of simple problems in every situations and to develop more understanding about quantity.
- develop staff's abilities to record observations of children learning to be used for the new assessment scheme. Assessments should be based on these observations and show what children have learned so they identify clearly the next stages in their 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.*