

Kaleidoscope Childcare

Inspection report for early years provision

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EY283103

Inspection date

11/10/2010

Inspector

Cilla Mullane

Setting address

St. Josephs RC Primary School, Ackholt Road, Aylesham,
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Telephone number

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kaleidoscope Childcare Ltd. Nursery and Out of School opened in 2004. The provision includes a nursery, and before and after school clubs. It operates from a main room with integral kitchen and a smaller room in St Joseph's RC Primary School, in Aylesham. There is a fully enclosed area for outdoor play. There are steps down to the nursery, and up to the outside play area. The provision serves the local area.

The nursery is registered on the Early Years Register to care for 30 children in the early years age range. There are currently 39 children on roll for the pre-school, 27 of whom are in receipt of government funding. It is also registered on the compulsory and voluntary parts of the Childcare Register to look after older school age children outside the early years age range.

At present, no children in the early years age range attend the after school club. The group opens five days a week from 8am to 6pm during school term times. There are six staff working with the children, five of whom are qualified to National Vocational Qualification Level 2 or 3. Of these, one member of staff is working towards an appropriate qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A competent and professional staff group work well together to plan meaningful play experiences for all children, which enable them to make good progress in all areas of learning. Children feel safe and settled due to an effective key person system. They behave well, are confident, gain some independence and are motivated to learn. Effective use of a well planned environment means that children explore, experiment and solve problems in a safe environment with expert staff support. Children gain skills for the future for example, as they become familiar with information technology. Partnerships with parents are especially strong, with their views known and respected; and information about the setting, and their children's care and learning, is conveyed effectively. The ability of the setting to maintain continuous improvement is excellent, with very good use made of self-evaluation, and well planned changes constantly improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- improve children's ability to choose and access their own toys and activities, and initiate their own play .

The effectiveness of leadership and management of the early years provision

Children's welfare is very well promoted. Important contact numbers are to hand so that staff are able to take prompt action should they have concerns about a child's welfare. Details of staff Criminal Record Bureau checks are recorded in staff files as part of the information held to demonstrate staff suitability. All aspects of the children's environment are thoroughly risk assessed, keeping them safe. For example, when there is an intake of two-year-olds, the woodwork bench is covered. Daily health and safety checks ensure that, for example, the toilets are cleaned and equipped with paper and towels.

Relationships with parents are excellent, with every effort made to keep them fully informed and involved in their children's learning. They meet regularly with their children's 'special person' to learn about their child's progress, and to contribute to learning plans. 'Stay and play' sessions offer opportunities for parents and carers to become involved in their children's learning, and children benefit when they see their parents at ease in the nursery, talking to staff. As staff get to know parents well, they are able to chat to children about events at home, adding to their sense of security within the setting. Partnerships with others concerned with the children support continuity of care and learning well; for example contact books provide two-way communication between the school, club and parents.

The owner/manager is committed to improving practice, and involves staff in the self evaluation of the provision. She delegates responsibility well, so that staff are involved in progress and change. Short courses attended by staff, such as learning more about improving partnership with parents, give them expertise which benefits children. Clear developmental records and planning enable staff to evaluate the success of the educational provision, and check that all children make progress. Children do make good progress towards the early learning goals. Each child is interested in their play, and makes the most of learning opportunities because staff have a good knowledge of each child's interests and abilities. This enables them to plan activities tailored to each child's needs. Furthermore, they know each child's learning styles, so take these into account in the provision of challenging activities. Staff have given thought to the different learning styles of boys and girls. For example, in order to encourage boys to count and mark make, numbers, pens and clipboards have been introduced to the construction area, and train tracks.

The learning environment is thoughtfully set out, so that good use is made of the space available. It is not possible for all the toys and resources to be available for self selection at all times, so staff are looking at ways to improve children's ability to choose toys and initiate their own play and learning.

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

Children have fun, they are interested and keen to learn, concentrating well, and persevering with their work. Activities are exciting, relevant and well planned. For example, children look up and print pictures of food on the internet, take their pictures to the shop, find their item, and pay at the till. Children act independently, competently chopping up bananas for snack time, and willingly help to clear up sand with a brush and dustpan. Staff use a unicorn puppet (Jamaquack) to hold children's attention in group time, and they enthusiastically join in making the sounds of the beginning of their names.

Excellent use is made of the outside play area. Children make the most of opportunities to experiment and solve problems. They discover that a metal trowel digs holes in the ground more effectively than a plastic spade. They work out how to reduce the water in the overflowing water tray by filling buckets and taking it to the kitchen area. They find 'treasure' in the hole in the ground, look at worms, and then put water into the hole and see the soil change to mud.

An effective 'special person' system in the nursery helps children feel safe and secure. These key persons work with parents to plan for individual children's learning. Children learn to keep themselves safe: they respond to staff requests to walk carefully on the stairs. Staff give praise and stickers to children for helping, and consistent behaviour management strategies result in children being eager to please and acting confidently and independently. They consider the feelings of others, for example, when seeing another child's pleasure when their toy was found.

Children are able to explain that they need to wash their hands 'cos of germs', as staff take every opportunity to reinforce the importance of personal hygiene. They think about food which is good for them as they help prepare snacks, having shopped for the food. They frequently play in the fresh air, learning across all the areas of learning, digging in the mud, finding insects, role playing in the kitchen, painting with water on the wall, and climbing on the slide.

In the after school club, children are able to initiate their own activities, such as a trip to the woods in the dark for Halloween and making pizza faces, so there are fun activities planned after the structured day in school.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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