

Kaleidoscope Nursery

Inspection report for early years provision

Unique reference number	EY411243
Inspection date	20/01/2011
Inspector	Michelle Tuck

Setting address	Sherborne Business Centre, East Mill Lane, Sherborne, Dorset, DT9 3DR
Telephone number	01935812424
Email	kaleidoscope.sherborne@btconnect.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kaleidoscope Nursery was first registered in 2005 and moved to new premises in 2010. It is a privately owned nursery, situated in a business park in the town of Sherborne, Dorset. The nursery offers three main rooms for children and offer flexible accommodation to meet the needs of children attending. Children also have access to a dining room, toilet and nappy changing areas, sleep room and large outdoor play space. Staff facilities include kitchen, office and laundry. All areas are on ground floor with a ramp to the main access door, making them easily accessible.

A maximum of 66 children from birth to under-eight years may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open weekdays from 08.00 to 17.30, all year round, except for two weeks at Christmas and Bank Holidays. There are currently 75 children in the early years age group on roll. The nursery provides funded early years education for three-and four-year-olds.

The nursery owner/manager employs 21 staff members to work directly with the children, all of whom hold or are working towards early years qualifications. There is also an employed cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning is successfully promote because staff have a well developed knowledge of children's individual needs Children are well cared for in a secure environment where their safety and health care is of a high standard. Inclusive practice is evident throughout the nursery, as a result, children make excellent progress given their age, ability and starting points that are shared by parents. In some areas the outcomes for children are outstanding. The setting strives for continuous improvement and constantly self-evaluates practice to ensure the highest standards are achieved.

What steps need to be taken to improve provision further?

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

- consolidate the developing systems to observe and record children's progress
- continue to develop partnerships with other providers of the Early Years Foundation Stage framework

The effectiveness of leadership and management of the early years provision

The nursery is well organised to ensure the safety of children. It is effective in helping children to feel safe so that they settle and learn in a welcoming atmosphere that focuses on individual children's needs and interests. Safeguarding children is prioritised, for example, through the vetting of adults to ensure that staff left in sole charge of children are suitable. Staff update their knowledge in child protection, so that any welfare concern could be identified and responded to appropriately. The staff take effective steps to ensure that children are safe indoors and outside, and that the furniture, equipment and toys are suitable, very clean and safe. All records required for safe and efficient management to meet all children's needs are well maintained. These include risk assessments that are reviewed regularly with effective action taken to reduce any hazard.

Staff actively promote equality of opportunity so that all children make very good progress in their learning and development. Children's backgrounds are valued and they learn about differences through activities based on festivals from other cultures, and discussions about differences. Each child is actively supported through the established, key person system and parents value the written account of their child's day. Written procedures are clearly implemented and available to parents so these may be well understood by families to be effective and inclusive for their children. Staff know the children very well, they know what interests the children and provide accordingly. Partnerships with parents are excellent, all parents are encouraged to share information about their child's likes and dislikes which helps to ensure individual needs can be planned for effectively.

The management team effectively share high ambitions for the nursery and successfully implement developments to provide very good quality care and education. These developments arise through continuous evaluation of the provision that includes parents' views. The nursery has developed some partnerships with other providers of the Early Years Foundation Stage framework, which promotes good continuity of care and education for the children; however this is still in its infancy.

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

All children learn and develop well in relation to their capabilities as staff have a very good understanding of the Early Years Foundation Stage. They enjoy their learning and are interested, motivated and well involved in their own choice of activity. For example, children explore the pretend food in the home corner, they match up the two halves of different vegetables to make complete ones and engage in conversation about which ones they like or dislike. Good quality planning for individuals ensures that each child is offered an enjoyable and challenging experience to make very good progress towards the early learning goals. Children settle well and parents share detailed information about their child to enable the

staff to meet individual needs effectively. Staff make regular observations, which identify children's individual learning and interests and these are used well to inform future planning. The nursery is currently changing the way in which they record children's progress; as a result newer children's records are less developed. Children explore a good range of different materials through their senses, such as sand and water, and eagerly join in with story time or sing songs. Children in the pre-school room have enjoyed the story of 'we're going on a bear hunt'; from this they have painted their own pictures to develop the story further using their imaginations and creativity.

Good use is made of all the facilities, which give children very good space both inside and out. Children settle in their base rooms to be involved in a wide range of activities. They have warm, secure relationships with the small groups of room staff, including their key person, who recognises each child as an individual. Babies eagerly explore their attractive play environment to learn from a wide range of activities and accessible resources, including many made from natural resources and reflective materials. Toddlers take the basket of balls from the shelf and bounce and roll them around the room, others sit in the quiet area and look through books. The outside is used on most days and provides a range of different experiences, including climbing equipment, an area to use ride-on toys and a grass hill which the children can climb up and run down. There is an excellent range of resources available in every room. The majority are easily accessible to the children helping them to become independent learners. The nursery provides a busy, calm environment in which children are purposefully engaged in self-chosen or adult-led play and activities. Consequently, children develop high self-esteem and remain focused for long periods of time.

Children benefit from a range of well balanced, nutritious meals provided by the setting. Meal times are sociable occasions for the children, sitting in small groups, with good support from staff who sit with them and talk about healthy eating. Children have access to drinking water throughout the day which ensures they are well hydrated. Children know how to keep themselves healthy by washing their hands routinely after using the toilet and before eating. They spontaneously use soap and individual paper towels, which prevents the risk of cross infection. Staff are excellent role models, for example by washing their hands after wiping children's noses.

Children develop a good awareness of how to stay safe. They are involved in regular fire drills and discussions about safety. Children know where they are able to go safely within the setting, for example, they do not enter the kitchen.

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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met

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

Met