

# Kaleidoscope Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	507762
<b>Inspection date</b>	21/02/2011
<b>Inspector</b>	Susan Andrews

<b>Setting address</b>	Windmill Road, Longford, Warwickshire, CV6 7BP
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<b>Type of setting</b>	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.

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 registered in 1995 and operates from a two-storey detached property. The setting has a safely enclosed outdoor play area. It is situated in the Longford area of Coventry.

A maximum of 52 children may attend the nursery at any one time, of whom 45 can be in the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday throughout the year from 7.45am to 5.45pm excluding bank holidays and one week at Christmas. There are currently 60 children on roll. Children come from the local community and wider areas of Coventry. The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language.

The setting employs 13 childcare staff. Of these, 12 hold appropriate early years qualifications including Nursery Nursing Examination Board and National Vocational Qualification Levels 2 and 3. The remaining staff member is working towards a Level 2 childcare qualification. Additional staff are employed in food handling and support roles.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are knowledgeable and demonstrate a genuine desire to meet children's individual needs. They provide a stimulating, welcoming and inclusive setting for all. Children have fun and some basic observation and assessment systems are in place to help them progress steadily in their learning. Staff effectively implement all aspects of the Statutory Framework for the Early Years Foundation Stage to promote children's care, welfare and development. The setting takes positive steps to promote diversity and form strong links with parents, carers and others involved in children's lives, to ensure continuity of care. Good organisation and well-established documentation, policies and procedures keep children generally safe and healthy. Systems of self-evaluation and reflective practice are well established to celebrate success and drive improvement.

## What steps need to be taken to improve provision further?

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

- conduct a risk assessment with particular regard to the damaged upholstery on the adult chair in the baby room and the unsafe positioning of the portable television, its trailing wires and extension plug sockets
- extend observation and assessment systems to identify what children are actually learning and link these to the six areas of learning to more effectively

plan for their next steps.

## **The effectiveness of leadership and management of the early years provision**

The childcare staff work together with drive and enthusiasm to ensure the smooth day-to-day running of this inclusive setting. Appropriate recruitment and induction procedures ensure staff have relevant knowledge and experience and are suitable to work with children. A strong commitment to keeping children healthy is evident and they are well supervised. Appropriate accident records are kept and staff hold current paediatric first aid qualifications; therefore, they are able to respond positively if a child becomes unwell or has an accident. The required health and safety policies and detailed risk assessments are in place and they mostly identify and reduce potential hazards. However, the damaged upholstery on the adult chair in the baby room and the unsafe positioning of the portable television, with trailing wires and extension plug sockets, compromises children's safety. Staff recognise the signs and symptoms of abuse and are aware of their duty regarding the procedures to be followed, should they have a concern about a child in their care.

Children access a stimulating learning environment as they choose to spend time, indoors or out, with a variety of inviting and enjoyable play experiences. Children's uniqueness is valued, diversity is promoted and observation and assessment systems are generally in place to monitor progress in their learning.

Effective methods, such as the key person system, are established to ensure that relationships between staff, children and parents are secure. Daily discussions and individual records are used to help develop effective communication between the setting and parents. Information about the nursery and children's daily routines are translated into other languages by bilingual staff. Electronic devices are also used to assist translation, for example, into Urdu and Polish. Consequently, this enables staff to care for all children according to their individual needs, interests and parental preferences. The setting fosters close relationships with others involved in children's care, including specialist workers. Links with local schools are well developed to aid a smooth transition, as children move on in their education.

Self-evaluation and reflective practice systems are being used by the provider to evaluate the nursery provision. Therefore, aspects of success are celebrated and areas for development, to drive improvement, are identified and acted upon. A wide range of documentation and all required records are well maintained, to ensure compliance with regulations.

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

Children enjoy their play and generally make good progress in their development through the range of activities and experiences provided. A good range of resources are freely accessible, including those that promote positive images of

culture, gender and disability. For example, puppets, dolls, dressing-up clothes, construction, small world, books and puzzles. Children are encouraged to develop their independence and choose the toys and activities for themselves. Children are confident and relaxed in the presence of staff. This is evident as babies smile and hold out their arms for a cuddle. Older children involve staff in their creative and imaginative play. For example, during art and craft activities such as making collages or in role play, where children pretend to 'go shopping to buy bananas', or 'make a cup of tea'.

Children play together harmoniously as they explore their environment. Staff skilfully guide children, helping them to become curious and inquisitive. For example, feeling, smelling and touching items in a box. Children delight in guessing what they are, such as fragrant oils, teabags or a bar of soap. Children's ages and stages of development and daily routines are taken into account. Younger children who need rest are made comfortable, wrapped in blankets in a cot or on individual mattresses and staff sit close by, speaking gently to the children, as they drift off to sleep.

Staff provide a balanced programme of adult-led and child-initiated activities and children establish a sound basis on which to develop future skills. For example, they begin to use number names in simple action songs and show a growing practical awareness of shapes and sizes, as they build towers of bricks and construction toys. Children are showing interest in letters that form their name. They recognise their name cards on labels, posters or displays around the room. Staff engage their key children in lively conversation in small groups. They explore and validate their feelings, using wooden masks and talk about how it feels to be 'happy', 'stroppy', 'worried' or 'sad'. Children learn a wealth of rhymes, poems and songs that extend their language and develop their love of books and stories. Children increase their information and technology skills as they use the digital camera to take photographs, and use the computer with confidence.

Staff observe and track children's progress during their play and routines. They maintain written records of what individual children are doing. From this, they begin to identify children's interests and plot their progress. However, evidence of what children are actually learning is not always being fully identified or linked to the six areas of learning. Therefore, children's progression may be compromised because planning for their individual next steps is limited.

The nursery promotes healthy lifestyles and children can choose to play inside or in the safely enclosed outdoor play space, using the see-saw rockers, climbing frame, paint or sand. They have fresh air and daily exercise opportunities as they dance, sing and move to music. Children go on walks and outings, for example, to the shops, park or the temple and cinema, for older children. Consequently, they develop a sense of belonging and understanding of their local community. Staff remind children of the importance of personal hygiene, for example, washing their hands after using the toilet and before eating their meal. Posters are displayed at child height to support this. The meals and snacks are well balanced and nutritious. Menus are displayed to keep parents well informed of food served each day. All individual dietary needs are catered for, with regard to any allergies and to meet children's religious and cultural beliefs. Seasonal fruit and vegetables are

offered to children to taste, including those connected with multicultural festivals. Children have milk and access to fresh drinking water, which is readily available to them throughout the day. Children are encouraged to take additional fluids during hot weather or after physical exercise so they remain well hydrated.

Staff implement a range of positive methods to help children manage their own behaviour. They are good role models, use clear explanations, are consistent and offer encouragement and praise. For example, saying 'well done' and 'good teamwork', as children help tidy away their toys. Consequently, children know what is expected of them, behave well and are beginning to understand how their behaviour affects others.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	3
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

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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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