

Kaleidoscope Day Nursery Ltd

Inspection report for early years provision

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Inspector	Liz Whitehead
Setting address	Albert Road, Morley, Leeds, West Yorkshire, LS27 8RT
Telephone number	0113 2897118
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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 Day Nursery is one of a number of settings privately owned by Kaleidoscope Day Nurseries Limited. It has been registered since 2000 and operates from converted premises in Morley, a suburb of Leeds. Children are cared for on two levels of the property and there is no lift facility. There is an outdoor play area adjoining the premises. The nursery is open Monday to Friday from 8am to 6pm with an additional option of a 7.30am start. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 82 children under the age of eight may attend the nursery at any one time, of these 82 may be in the early years age group. There are currently 200 children on roll. The nursery receives funding for three and four-year-olds and welcomes children with special educational needs and/or disabilities and children with English as an additional language. There are 24 members of staff working with the children, 23 of whom hold an appropriate early years qualification and one is currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of learning due to the exceptional partnerships with parents and other providers, although systems for monitoring children's progress do not reflect their starting points. The staff are highly ambitious and fully committed to providing a high quality service to enhance the outcomes for children. Excellent leadership and management ensures compliance with current legislation, embeds ambition and provides a clear direction to continually improve the service. Staff generally organise activities effectively and provide a wide range of mostly appropriate resources, successfully meeting children's individual needs.

What steps need to be taken to improve provision further?

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

- implement systems to use information regarding children's starting points to monitor their initial progress
- ensure the condition of resources and the organisation of story times support children's learning.

The effectiveness of leadership and management of the early years provision

All staff are fully aware of their role in safeguarding children. This is strengthened through the exceptional partnerships with parents who fully understand the nursery's responsibility to record and report any concerns in line with the Local Safeguarding Children Board procedures. All staff have a secure knowledge of the

signs and symptoms of abuse and neglect and consistently ensure that any existing injuries, accidents and medication administered to children is accurately recorded. Detailed risk assessments are consistently reviewed to keep children safe at all times. Recruitment and vetting procedures of staff are robust and ensure that adults working with children are suitable. Clear policies and procedures ensure the highly efficient management of the setting.

The staff team is extremely enthusiastic and strongly motivated to continually develop and increase their knowledge and skills through accessing targeted training courses. This benefits all the children through the provision of a highly skilled workforce. The management has extremely high expectations to provide a high quality service for families and is extremely successful in driving the desire to maintain continuous improvement. They achieve this through effective self-evaluation and actively seeking the views and opinions of children, their families and other professionals. Both recommendations from the previous inspection have been securely met to enrich children's learning through the provision of a wide range of role play equipment and the visual representation of numbers.

The nursery has excellent systems in place to ensure a consistent two-way flow of information with parents and other providers of the Early Years Foundation Stage. Staff establish and maintain trusting relationships with parents, who are very happy with the care their children receive and feel that the staff provide excellent care. The nursery fully acknowledges the importance and value of effectively utilising resources and they regularly visit the local area and work exceptionally closely with local schools and nurseries. Children value and respect people's differences through the celebration of traditions and festivals and regularly access resources which positively reflect race, gender and disability. Additionally, children are developing an awareness of those less fortunate than themselves as they regularly participate in fundraising events. They understand about sustainability and recycling as they reuse items in craft activities and compost kitchen waste in the nursery's wormery.

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

Children feel safe and secure within the nursery. Therefore, they behave well, take turns, are polite and courteous and form strong relationships and friendships. Children have a real sense of belonging at the nursery and confidently help set the tables for lunch, serve their own meals and pour drinks for themselves and their friends. Staff actively foster this sense of well-being and children feel special and valued as they make marks and write their name on the dedicated signing-in sheet in the reception area. Children understand the importance of using tools correctly and carefully cut with scissors taking great care to hold them correctly. At dinner time children remind their friends to be careful as the dishes are hot and may burn them, demonstrating that they are aware of how to keep themselves safe.

Observations and monitoring of the children's progress is thorough and reflects the staff's in-depth knowledge of the Early Years Foundation Stage. The exceptional focus on working in partnership with parents ensures numerous ways for parents

to effectively communicate and contribute to their children's learning. Individual learning journals include a wide range of information from parents, including records of home activities and achievements. Assessments from this and from observations are used effectively to plan the next steps in learning for each child. However, information obtained regarding what children know and can do when beginning to care for them, is not used effectively to monitor their initial progress.

Staff are proactive in adapting resources and equipment to ensure that all children are able to participate and are not excluded. They provide activities following the individual interests expressed by the children, for example, providing a post box when one child spends a long time 'posting' toys into gaps in the radiator covers. Children of all ages enjoy books and stories, although the condition of some books does not encourage children to respect and value them. Additionally, group story times are not always organised effectively to promote children's concentration, listening skills and enjoyment of the book.

Staff skillfully know when to interact and when to allow children time and space to explore activities on their own. Children have many opportunities to repeat activities proudly showing what they can achieve. Younger children are beginning to recognise colour as staff name and match toys of the same colour. Older children confidently use mathematical concepts in their everyday play. They state they have three balls and know that they will have two left if they give one to their friend. Children are learning valuable skills for later life and become confident decision makers as they make choices of what they would like to play with and move freely between the indoors and outdoors. All children really enjoy fresh air and exercise in most weathers which is facilitated by the provision of waterproof trousers. Older children know that physical activity is good for them and that running around makes them tired. Staff actively develop children's awareness of the importance of good personal health and hygiene. They understand the importance of washing their hands and that using soap 'gets rid of germs and keeps them well'.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
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	1
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	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

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