

Kaleidoscope (Acomb)

Inspection report for early years provision

Unique reference number EY221643
Inspection date 13/05/2011
Inspector Deborah Wylie

Setting address Westfield School, Askham Lane Acomb, York, YO24 3HP

Telephone number 01904 784 675
Email kaleidoscopeacomb@aol.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 (Acomb) is one of 11 day care provisions owned by Kaleidoscope Day Nurseries Ltd. The provision was registered in 2003 and is situated in purpose-built facilities within the grounds of Westfield School in the Acomb area of York. The provision serves both the local and wider community and operates Monday to Friday from 7.30am to 6pm, for 52 weeks of the year with the exception of public holidays and a week between Christmas and New Year. Children are cared for in four separate areas, depending on their age, and all children have access to attractive and stimulating outdoor play areas, including a sensory garden.

The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Registers. A maximum of 112 children aged under eight years may attend at any one time. Of these 84 may be in the early years age range and of these 21 may be under two years. There are currently 245 children on roll, of these 221 are under eight years and of these 38 are within the early years age range. The provision receives funding for early education.

The provision employs 21 members of staff to work directly with the children. Additional staff are also employed to undertake domestic and cooking duties on a daily basis. All staff have relevant early years qualifications. Managers are qualified to level 4 with other staff members qualified to levels 2 and 3.. Some staff are currently working towards a foundation degree. An Early Years Professional works at the setting two days a week. The provision receives regular support from the York City Council's early years team and from the qualified teacher at the adjoining Children's Centre. The provision is also part of the local early years partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and emotionally secure as a result of the highly welcoming atmosphere and the exceptionally safe environment. They have good opportunities to make progress in their learning and development, with staff generally using good strategies to nurture this. Systems for planning activities and observing children are usually good. Leaders know the setting's strengths very well and finely tuned plans are skilfully targeted to ensure continuous improvement is effectively maintained. Partnerships with parents, carers, the adjoining school and other agencies are exceptionally strong and are significant in contributing to an inclusive environment.

What steps need to be taken to improve provision further?

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

- develop further the planning of activities, including consistently identifying

- the next steps in their learning
- develop further staff questioning techniques to encourage shared sustained thinking opportunities.

The effectiveness of leadership and management of the early years provision

Robust systems that promote outstanding safeguarding procedures are regularly reviewed and developed to ensure the setting implements a rigorous approach. This includes a highly effective recruitment procedure and effective risk assessments. Consequently, children are protected extremely well. The staff team are well trained and the company which owns the setting accesses safeguarding advice and training from two local authorities to highlight and deliver best practice. The quality of physical resources such as toys, and the outdoor areas are excellent and a strength of the setting. These ensure high levels of independence and an abundance of exploratory experiences for the children.

Equality and diversity are promoted effectively. Partnerships with other professionals are outstanding with an outward facing approach to sharing good practice. A speedy referral system for children who staff have raised concerns about is implemented well. This ensures staff, parents and carers are well equipped with positive strategies to clearly meet individual needs. Leaders ensure they make best use of this resource, effectively supporting and promoting outcomes for all children. Highly positive relationships exist with parents and carers who speak well of the setting and who testify of their children's enjoyment when they attend. Parents and carers are confident any concerns will be dealt with effectively and they have every confidence in the capacity of leaders. A wide range of opportunities exist for parents and carers to be informed of the progress their children make, including information evenings that clarify how they can support their children's learning.

The setting benefits from being part of a larger organisation. Leaders consistently communicate high expectations to staff and recently updated plans for improvement are extremely well targeted, particularly with regard to extending children's learning and development. Strong self-evaluation procedures are implemented effectively. These include gaining feedback from parents and carers, which enables them to tailor the service to those currently attending.

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

Children are offered a wide range of playful experiences in the setting through the excellent range of resources on offer and the highly stimulating, vibrant outdoor areas. Babies gaze at the hanging mobiles and colourful displays indoors and outdoors. Children of all ages explore and investigate the world around them, using soft sand to discuss volume and capacity with an adult, caring for the pet hamster and planting and nurturing vegetables. Their enjoyment of the written word is nurtured as they look at books independently and in a group situation.

Daily opportunities to access the computer effectively promote their skills for the future. Staff interaction with the children is good, although they occasionally do not use effective questioning techniques to encourage shared sustained thinking opportunities.

All children make good progress in their learning and development. Adults plan activities taking into account children's interests and their capabilities. They complete individual learning journeys, which contain regular observations and photographs clearly showing all areas of learning are covered. Assigned key persons know individual children well and use their observations to inform future plans. However, the next steps in children's learning are not consistently identified.

Children show a strong sense of security and feel exceptionally safe within the setting. They thrive because of the high quality, sensitive and caring interaction they have with the adults. Children aged four and five years conduct their own written risk assessments, and these are displayed for all to see. Younger children take calculated risks, jumping from the tall tractor tyre onto the crash mat with little fear, under the watchful eye of an adult. Babies are settled well, smiling confidently and expressing their needs clearly to the attentive adults.

Opportunities for children to stay healthy and learn about what that means are outstanding. The setting offers very popular home cooked, nutritional meals that are enjoyed by all ages. The close involvement of the cook in the serving and eating of foods gives the children an excellent understanding of healthy eating. Children show an exceptional understanding of the importance of following good personal hygiene routines and are developing excellent self care skills. They understand they need 'to keep their heads cool' and spontaneously put sun hats on to go outside. A huge emphasis is put on outdoor play to maximise children's opportunities for running, swerving, jumping and pedalling tricycles. This effectively develops their coordination skills and general well-being.

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	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	1
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	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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