

Kaleidoscope Day Nursery LTD (Gildersome)

Inspection report for early years provision

Unique reference number	EY251234
Inspection date	02/09/2011
Inspector	Linda Filewood

Setting address	22 Finkle Lane, The Green, Gildersome, LEEDS, LS27 7DX
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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 Ltd (Gildersome) was registered in 2006. It is privately owned and is one of several childcare establishments run by Kaleidoscope Day Nurseries Limited. It operates in Gildersome, on the outskirts of Leeds. Care is provided in three rooms in a specially adapted building with access to a secure enclosed garden. The provision serves the local community and surrounding areas and supports children with special educational needs and/or disabilities and those who speak English as an additional language. Children attend for a variety of sessions throughout the week.

The provision is open each weekday from 7.30am to 6pm all year round, apart from one week during the Christmas period. A maximum of 48 children may attend the setting at any one time, all of whom may be in the early years age range. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 90 children aged from seven months to 11 years on roll, some of whom receive funding for nursery education. There are 21 members of staff, all of whom hold early years qualifications to at least level 2. The Director is the setting's Early Years Professional and the Manager holds a degree in Early Years and Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff skilfully support each child's welfare, learning and development through a clear understanding of their individual capabilities and needs. Children play in a secure environment, but some welfare requirements are not met, affecting their safety at times. Excellent partnership working takes place with parents, and the nursery has effective partnerships with most other providers to ensure each child receives good support. The development of all children in relation to their starting points is very good. Effective systems for self-evaluation ensure there is an accurate analysis of the nursery's strengths and weaknesses in order to target improvements to the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that hazards identified in the risk assessments are addressed and cover anything that a child might come into contact with (Suitable premises, environment and equipment) 16/09/2011
- improve the written parental permission for the seeking of emergency treatment to also include the 16/09/2011

seeking of any emergency medical advice
(Safeguarding and promoting children's welfare).

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

- further develop the use of regular short observations which identify the immediate developmental needs of children to promote their continued learning throughout the setting
- develop systems to ensure that when children attend several settings, practitioners from each setting regularly share the children's development and learning records and any other relevant information.

The effectiveness of leadership and management of the early years provision

Children are safe when attending the nursery as security is good. Staff generally supervise the children well, but at times do not address all potential hazards identified in the risk assessments. On occasions, this compromises children's safety. Staff have a clear understanding of their roles and responsibilities in safeguarding the children's welfare, although they do not always record existing injuries a child may have on arrival. Robust recruitment procedures ensure the suitability of new staff. All staff are strongly encouraged to maintain their continuous professional development. They undertake specific roles within the nursery and utilise the training they receive. For example, staff put together a display with children to celebrate diversity and use the opportunity to promote discussion and understanding. Staff accurately maintain all required records. A detailed accident and medication procedure is in place, but it does not ask for permission from parents to seek any emergency medical advice should it be necessary. This is required under regulation. A comprehensive range of regularly reviewed policies and procedures underpin the safe and efficient management of the setting.

Staff make excellent use of the space within the nursery and outdoors to offer children balanced play opportunities covering all areas of learning. They play with children in small groups to help foster the development of children's social skills and promote discussion. There are numerous motivating resources and an excellent range of play equipment available to all children. Outdoors, the newly created garden area offers children space to play and develop their physical abilities. Older children have a free-flow area from their main playroom. Recognising children's interest in water, staff equip it with stimulating resources, such as a bucket and pulley, so children learn about capacity and problem solving through play.

Staff are highly committed to working in partnership with parents and this significantly impacts on the consistency in children's care. Parents comment very positively on the care their children receive and recommend the nursery to others. They receive abundant information about the setting, including an informative newsletter and parent handbook. Staff exchange plenty of information with

parents so that there is an excellent shared knowledge and understanding of the best way to meet each child's needs. There is a wealth of opportunity for parents to be included in the nursery activities. This includes joining the parent liaison committee and participating in charity events. There are good channels of communication between schools and outside agencies, such as speech therapists. However, there are no established partnership arrangements with other professionals delivering the Early Years Foundation Stage to provide continuity in children's development and learning.

The management team demonstrate enthusiasm to continually improve the outcomes for the children. They seek the views and opinions of parents and children, who helped decide on the equipment for the new outdoor play area. Self-evaluation systems, which involve input from staff, are effective in accurately identifying key strengths and areas for development. For instance, they are planning a garden area for children to grow their own vegetables to develop children's understanding about healthy eating. However, some monitoring of systems and practice are not always sufficiently rigorous. All recommendations made at the previous inspection are in place and this has had a positive impact on the outcomes for children.

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

Children enjoy adult-led and freely chosen play opportunities covering each of the six areas of learning throughout the day. Staff use good questioning techniques to extend children's thinking, and offer praise and encouragement to raise their confidence and self-esteem. They understand the Early Years Foundation Stage curriculum and are aware how to enhance play provision using children's individual learning styles. Staff record clear observations of children's achievements and share them very regularly with parents. They discuss individual children's progress at staff meetings so that all children, including those who need extra support in their development, make very good progress in relation to their starting points. However, their key person holds much of the knowledge about the immediate next steps in each child's learning. This does not fully support the child's direct progress when they interact with other staff members during activities. Children receive very good encouragement to develop skills for the future. They manage age-appropriate tasks and learn to make choices to support a healthy lifestyle. For instance, older children are encouraged to serve themselves from an excellent variety of attractively presented food at mealtimes. Kitchen staff source food locally and prepare it freshly each day. Staff advise them of all allergies and dietary requirements. Children know how to keep themselves healthy and need no reminder to dispose of their used tissue after blowing their nose. Good relationships are very evident between staff and children. Children show that they feel safe and babies demonstrate their feeling of security as they enjoy their bottle, securely held in their key person's arms.

Children show enthusiasm for learning and behave well. They share resources easily, including toys they have brought from home. Children follow instruction readily and know when to tidy their toys away and where they should go. They

talk freely to each other and to adults. Younger children's communication skills are clearly developing and they easily make themselves understood. Older children maintain conversations and join in discussions when they are playing in a group. For example, they discuss what the foam feels and smells like during a craft activity as they squeeze it between their fingers and on sponges. Children enjoy learning using all their senses. They grow herbs in the garden, which the cook uses in their meals. Older children handle and control tools safely, cut apples into pieces and show a good understanding of why they should wash fruit before they eat it. Children have good opportunities to count in activities. Older children learn to recognise numbers as they play a physical game in the outdoor play area and they jump with good ability. Young children receive good support from staff to develop their increasing mobility and they move purposefully around the resources in exploration. They pick up musical instruments and are learning to recognise which to shake and which to bang in order to make a noise. Older children are becoming well aware of technology, and staff use a large-screen computer skilfully in focused group activities.

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	1
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	3
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	1
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