

Kaleidoscope

Inspection report for early years provision

Unique reference number	EY267474
Inspection date	10/02/2012
Inspector	Edgar Hastings

Setting address	St Andrews C of E Primary School, Park Lane, Shifnal, Shropshire, TF11 9HD
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Telephone number	01952 463259
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Email	
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Type of setting	Childcare - Non-Domestic
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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 Nursery registered in 2004 and is located on the edge of the town of Shifnal, near Telford, Shropshire. The nursery is situated within two single storey buildings, which incorporate five rooms for children's use; an office, a kitchen, toilet facilities and a good sized outdoor play area. The nursery is located within the grounds of St Andrews Church of England Primary School and has developed strong links with the school.

The nursery serves the local and wider area, is open Monday to Friday from 8am until 6pm and includes an after school facility. It can care for up to 79 children under 8 years at any one time. Children can attend either full or part day sessions on a flexible basis. There are currently 124 children aged from three months to 11 years on roll, of whom 48 receive funding for early education places. The nursery is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery has arrangements in place to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are 14 members of staff who work with the children, 12 of whom hold suitable early years qualifications. Two have graduate status and one of these has Early Years Professional Status. Seven staff hold National Vocational Qualifications (NVQs) at level 3, three hold NVQs at level 2, and one is serving an apprenticeship. Staff access regular training and the nursery is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceptional progress at Kaleidoscope Nursery because of the high quality of provision which underpins their overall development in all areas of learning. Nursery leaders have developed a highly trained team of practitioners who have an excellent understanding of how children learn and develop through play. Outstanding partnerships with the school, the children's centre, parents and other agencies provide very well for individual needs through the sharing of information and expertise, including for those children with special educational needs and or/disabilities. The excellent leadership team demonstrate vision, ambition and drive in order to create and provide high quality child care. They have been extremely successful in building upon previous experiences through detailed and intensive evaluation of the provision in order to achieve high standards. They have an excellent capacity to make both further and continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- providing further opportunities for child-initiated play.

The effectiveness of leadership and management of the early years provision

The safety of children is given high priority and they are very well safeguarded through the nursery's excellent and extensive range of policies and procedures. The safeguarding policy is regularly reviewed and all staff fully understand its implications as they are given regular training updates. Safeguarding is an integral part of trainees' induction programme. Advice and guidance is received from the local Safeguarding Children's Board, and one of the leaders has received training in the Common Assessment Framework. The premises are very secure due to the excellent security arrangements that include coded locks, entry telephones and CCTV. Vetting procedures are extremely rigorous for the appointment of new staff and include Criminal Records Bureau checks, interviews and reference requests. The registered provider has also received safer recruitment training. Regular risk assessments are carried out on the premises, and daily checks made at the start and end of sessions to ensure the safe use of resources and equipment in all the learning areas. Children's welfare needs are met through a range of very effective policies and procedures, and excellent hygiene practices ensure they are very well protected from infection. Exemplary procedures are in place to ensure children's safety when out on visits to places of interest in the locality.

As part of their ambitious vision for the future the management team recognised the need to recruit highly qualified practitioners, and have consequently appointed two graduates to the team who possess excellent management skills and a full understanding of the Early Years Foundation Stage. The great majority of the staff are trained to a high standard and some have undertaken further study to move their training to the next level. Staff are very effectively deployed to work with children of different ages, according to their own areas of interest and expertise. The indoor and outdoor areas are used exceptionally well to provide an interesting and stimulating environment. An excellent range of books, including some in dual language format, resources and activities help children to learn a lot about the diversity of the society in which they live. Outstanding links with the Schools Multicultural Development Centre enables the nursery to access these resources as well as providing support for children who speak English as an additional language.

Self-evaluation is used extremely effectively to identify areas for improvement. These developments are kept under regular review in order to measure their effectiveness, and new areas for development are identified. All issues raised at the time of the previous inspection have been fully implemented. The nursery now has an excellent assessment system which feeds into the children's learning journeys. These are regularly reviewed and the next steps in learning are clearly identified. Children also contribute to the planning in conjunction with their key person in order that their individual needs are met.

Outstanding relationships with parents ensure that children's needs are at the

heart of the nursery's function, in order to support children's development and progress through very effective communication. Daily plans are displayed in the entrance area, and key persons relay daily information on children's progress and well-being, enabling parents to know how to support their children at home. Parents complete a 'My Unique Child' document which they share with the nursery staff prior to their child starting so that they can plan appropriately for individual needs. Access to daily diaries and the digital photos in the foyer enable parents to see what their children have been doing. Parents are welcomed to stay and play sessions, and open evenings are held at regular intervals. Newsletters and questionnaires ensure a very excellent flow of information between the nursery and parents. Parents, when interviewed, had nothing but praise for the nursery.

The nursery has developed some excellent links with the school that ensures a smooth transition when children transfer into the reception class, regular visits to school and joining in activities with them. Older nursery children regularly take lunch in the school dining hall. The sharing of the school grounds has enhanced opportunities for children to explore the different environments. Exceptional connections with the children's centre, as well as a variety of other agencies, provides support for children who may have a range of different needs.

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

Children arrive at the start of the session full of confidence because the staff know them so well and have established excellent relationships with them. Children are familiar with the routines and fully engage in the activities provided for them because they are enjoyable and closely matched to their individual needs. Exploration and discovery activities aid learning very well especially in the outdoor areas and the garden where children can build dens and focus on nature as well as on problem solving. Through consultation with their key person children identify their interests and this is taken into account on the weekly planning schedule. Detailed and accurate assessments ensure children's next steps are also clearly identified in planning in order to ensure learning and development moves on at an appropriate pace. By the time children are ready to transfer into full time school most will have made good progress, and some will have made excellent progress by achieving many of the early learning goals. There is a good balance of child-led and adult-initiated activities generally, although more child-led activities could be provided particularly in the new building which has been commissioned only very recently.

The before and after school session provides breakfast and free choice activities for early arrivals, before they are safely escorted into school. The day starts well for nursery children as they engage enthusiastically in their different groups. They receive a very warm welcome and are familiar with the routines and join in with the others listening intently to a story, singing action songs, or sorting plastic teddies by size and colour. The excellent range of resources and equipment allows children to make their own choices, to follow their own interest and to develop independence. This includes table or floor toys, construction equipment, an animal

farm, role play kitchen and dressing up area. Writing skills are promoted extremely well through role play and opportunities for mark making. The older children are able to write their names accurately, and show a good understanding of initial letter sounds because of the effective letters and sounds programme that is provided regularly for them in line with the system taught in the school. Fine motor skills are further developed through drawing and painting activities. Counting and number recognition is given prominence with clear evidence of children's involvement displayed around the walls, and opportunities to use these skills are frequently provided. These skills are put to good use in a music group when children are required to copy and count rhythms using both hands and feet.

The nursery provides a very strong focus on developing children's knowledge and understanding of the natural world through the many opportunities for them to experience the natural environment. The nursery's own garden is visited throughout the year enabling children to understand the process of planting, growing, harvesting, and to learn about the abundance of wildlife that exists. Indoors during the winter children plant cress seeds, and are currently observing how effectively root vegetable tops can be propagated by placing them in shallow water. The outdoor area provides excellent opportunities to be active through climbing, balancing, and exploring and playing imaginatively with the equipment in the secure area.

Babies and toddlers are well provided for through comfortable, warm and caring environments where a wide range of resources provide stimulation to promote interest, and curiosity of their immediate world around them. Skilled staff use resources very effectively to engage and interest children, and allow children to make their own choices. The regular routines and high quality staff interaction ensure children develop an excellent sense of security. Older children are taught regularly about matters of personal safety, are involved in the development of the 'golden rules', and show an excellent understanding of how to behave safely. Parents and staff together are involved in the development of a consistent approach to acceptable behaviour.

Exceptional personal hygiene routines are promoted to ensure all children understand how to keep themselves healthy. They also show an excellent understanding of healthy eating because of the provision made for them at snack and meal times. Behaviour is exemplary. Children's progress is high because of the exceptional progress they make in basic skills of communication, numeracy and other areas of the curriculum. Therefore, preparation for their future is excellent.

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?	1
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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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