

Kaleidoscope Out of School Childcare Facility

Inspection report for early years provision

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Inspector	Glenda Field
Setting address	Browick School, 10 Browick Road, WYMONDHAM, Norfolk, NR18 0QW
Telephone number	07884 187 967
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Out of School Childcare Facility is managed by a committee. It opened in 2001 and operates from rooms within Browick Infant School in Wymondham, Norfolk. A maximum of 30 children may attend the facility at any one time. The facility offers a breakfast club from 7.45am to 8.50am and an after school club from 3pm to 6pm each weekday during school term times and also opens from 8am to 6pm during the school holidays. All children share access to a secure enclosed outdoor play area.

Registration is for a maximum of 30 children at any one time, of whom none may be aged under four years. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 90 children on roll, 12 of whom are aged four. Children come from the local area with priority being given to those attending the infant school.

The facility employs seven members of staff. Of these, four hold appropriate early years qualifications and one member of staff is working towards a higher qualification. The out of school club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and safe environment in which all children are fully included. Planning is flexible, taking into account children's likes and dislikes, enabling them to enjoy their time at the setting and make good progress in their learning and development. The staff build trusting relationships with parents and carers and keep them well informed about the activities provided and the day to day running of the setting. Staff demonstrate a high commitment to the setting and are enthusiastic about making and sustaining improvement.

What steps need to be taken to improve provision further?

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

- provide children with opportunities to pour their own drinks at meal times
- continue to develop the use of reflective practice to identify the setting's strengths and priorities for improvement, taking into account the views of users, that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The effective implementation of the setting's comprehensive policies and procedures support the daily running of the setting and ensure that children are offered a safe and secure environment. There are robust procedures in place to

ensure that staff are suitable to work with the children and a program of training to further increase their childcare knowledge. They also have an appropriate understanding of the procedures to follow relating to safeguarding children. Staff also ensure that they do not leave themselves or the children in vulnerable positions at any time. Therefore ensuring that children's welfare is effectively promoted and that they are fully protected at all times. Staff further protect children's safety by taking effective steps to minimise any hazards. They carry out daily safety checks of the areas used and complete comprehensive risk assessments on a regular basis, both within the setting and for any outings taken with the children.

The setting effectively promotes equality and diversity, enabling them to offer a service that is inclusive for all children and families. Staff work closely with the parents to ensure that they understand each child's background, needs and beliefs. They also offer flexible care arrangements catering for parents' working patterns and offering continuity of care for the children. The setting helps children learn and understand about the society in which they live in. For example, by celebrating festivals such as Chinese New Year where children enjoy making dragon masks, eating Chinese food and using chopsticks. Through a range of resources including books, puzzles and play figures, children also learn about the diverse world around them. Children's individual development is effectively promoted because the setting has good procedures in place to support, monitor and evaluate their progress. The interesting range of available resources is positively used and the inclusive, child-friendly environment is conducive to children's play and learning. Low-level storage enables the children to freely choose what to play with and the large school hall and two adjoining rooms gives them lots of space in which to play. The children also make good use of the outdoor play areas which include the school playground, field and adventure play area. Children have their needs met by using an additional room in which they can, for example sit and read from the wide choice of books without being disturbed by the other children.

Staff have completed the self-evaluation form, however further development is required to take into account the views of parents and children to accurately identify the settings' strengths and areas for improvement. Effective links with parents, carers and other providers positively promote continuity of care and education for all the children. Parents are well informed about their children's progress and are included in the process. For example, the open relationship they have with the staff enables them to discuss any issues that may arise. They are informed about the setting's good practice and working ethos through a range of policies, a notice board and newsletters. The setting effectively works in partnership with other settings attended by the children to ensure a continuity of care. For example, they regularly liaise with the school reception teachers to discuss and plan for children's developmental progress.

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

Children are offered interesting and stimulating opportunities to help them effectively progress and develop across all areas of learning. Children's learning

and experiences are actively encouraged through a range of adult-led and child-initiated activities. Flexible planning also ensures that children's interests and choices are taken into account. For example, during Chinese New Year children ate Chinese food using chopsticks, increasing their knowledge and understanding of different foods and eating styles. At the inspection a child made a book from sheets of paper, when asked by an adult what the book was going to be about, he said 'dangerous animals and creatures'. He then proceeded to tell the adult about box jelly fish, and that if they brush against you a purple rash appears. He then added that if anti-venom medicine was not given immediately the person would die. Children develop their physical skills by playing table tennis and football and their imagination skills by building dens and using a wide range of construction resources. Their language skills are encouraged as they play word games and access an excellent range of books.

Children enjoy their time at the setting, forging friendships with the staff and their friends. Their behaviour is good as they follow the positive role modelling practised by staff and listen to the sensitive reminders given. For example, they are reminded to use their quiet voice when they become a bit over excited and are encouraged to share the resources with each other. Children's health and welfare are effectively promoted as the staff take consistent steps to minimise the spread of infection and develop children's understanding of healthy living. They ensure that tables are spray cleaned before use and remind the children to wash their hands before they eat their tea. Children's independence is encouraged when they clear the tables of their plates and beakers after eating, however, they do not have opportunities to pour their own drinks at meal times. Children's physical health is very much encouraged as they enjoy visits to Thetford Forest and local wild life gardens. They also have the use of the school playground, field and adventure play trail. Children learn about their own safety through visits to the setting by the police to talk about stranger danger and road safety. They learn about fire safety through the practising of the setting's emergency evacuation procedures.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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