

Kaleidoscope Care Ltd

Inspection report for early years provision

Unique reference number EY437384
Inspection date 30/04/2012
Inspector Melanie Arnold

Setting address Heighington Millfield Primary Academy, Mill Lane,
HEIGHINGTON, Lincoln, LN4 1RQ

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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 Care Ltd was registered in 2011 and is situated in Heighington Millfield Primary Academy in Heighington, Lincolnshire. The club runs from a designated classroom and the school hall. There is a fully enclosed area for outside play. The club provides care Monday to Friday during term time, offering after school care from 3.15pm to 6pm. Subject to demand, care is also provided during school holidays from 8am to 6pm, Monday to Friday.

The club is registered to care for a maximum of 24 children aged from three to under eight years at any one time. Children up to the age of 11 years also attend the club. There are currently 25 children on roll, two of whom are within the early years age range. However, during the inspection there were no early years children present. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The club is overseen by a management team and they employ three regular members of staff to work with children. Of these, one holds a foundation stage degree in early years, holds an appropriate early years qualification at level 3, and one is working towards level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have clear systems in place to meet children's individual needs, safeguard them from harm and promote their welfare. Staff recognise and promote the uniqueness of each child through working generally well with parents, carers and other providers. The staff promote an ethos of learning through play, which helps every child to achieve generally well in each area of learning. The staff have continually used a process of self-evaluation to monitor the effectiveness of their systems in all areas, leading to continuous improvements being made.

What steps need to be taken to improve provision further?

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

- ensure the exchange of clearer information with other providers to further promote coherence of learning and development across different settings
- develop further the observations systems to more accurately assess the progress children are making.

The effectiveness of leadership and management of the early years provision

Staff organise and use space and resources well, providing opportunities for children to freely access a good range of developmentally appropriate toys and

resources. Staff confirm children are kept safe through their clear security procedures, which ensures children are only released into an authorised person's care. They also explain that although the premises are securely maintained, the outside area is not fully secure as the school require access for their parents. Staff discuss how they implement robust procedures to ensure children can play safely as they access the outdoor provision. All required records and documents for the safe and efficient management of the Early Years Foundation Stage are in place, completed well and stored securely. Staff demonstrate a clear awareness of these policies and procedures, explaining how they use them to safeguard children and promote their welfare. For example, clear recruitment, vetting and induction procedures are in place to ensure the suitability of the staff team and they use a clear risk assessment process to ensure potential hazards are identified and minimised. Staff demonstrate a secure understanding of safeguarding procedures, which further ensures children are protected from potential harm.

Effective partnership working with parents and carers ensures the exchange of clear information to meet children's individual needs. Systems are in place to ensure parents are kept fully informed about the provision, their children's daily care and their development. Staff explain how they work in partnership with parents and the school to ensure the inclusion of children with special educational needs and/or disabilities. They confirm that they liaise with the reception class teacher when the care of children is shared. However, they have yet to further develop the range of information which is being exchanged to ensure all children fully benefit from continuity of care and learning. The setting's clear equality of opportunity policy promotes the inclusion of all children and details how any form of discrimination will be challenged. Staff are enthusiastic in their desire to drive and secure improvement for the benefit of children. They explain how they have continually developed their practice since registration, improving outcomes for children. The club uses a thorough process of self-evaluation, seeking the views of all users through the use of parent and children questionnaires. This enables the setting to identify clear targets for further development across all areas of their provision.

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

At the time of the inspection there were no early years children present. Although the setting has some clear evidence about how they promote positive outcomes for children, the full impact on how they actually feel healthy and safe, make a positive contribution and enjoy and achieve cannot be seen on the early years children. This results in outcomes for children being judged satisfactory. Staff explain how all children are welcomed into the setting on arrival, which helps every child to feel settled and confident in their surroundings. They confirm children relate well to each other and play cooperatively with their peers. Processes for managing children's behaviour are in place, with staff confirming the use of positive discipline to promote good behaviour. Staff explain how they act as positive role models to help children learn to respect each other and how a further range of planned activities and play experiences help children to learn about wider society. Staff demonstrate a clear understanding of how children's good health is

promoted. They explain how they provide regular physical play opportunities inside and outside to promote children's physical development and through the provision of healthy meals children are encouraged to make healthy lifestyle choices. Staff also confirm that children help to plant and care for a range of vegetables, which further promotes their awareness of healthy eating. Staff discuss the clear safety precautions they use to protect children's well-being inside, outside and on outings. These include staff being vigilant to ensure children are constantly supervised. Staff explain how they help children to learn about their own safety through allowing them to take calculated risks, discussions and regular fire evacuation practises.

Children are making good progress towards the early learning goals as staff clearly explain how they support children's learning through play. Planning shows children are enabled to take part in a wide range of hands-on learning experiences, which are differentiated to ensure the inclusion of all children. Staff monitor the planning system to ensure children are provided with experiences covering the six areas of learning. Observations and assessments are completed on all children. However, for the younger children these have yet to be further developed to more accurately monitor their individual progress towards the early learning goals. Records show children happily engaging in an interesting range of activities. These include making and repeating patterns when playing with beads, developing their mark-making skills in shaving foam, completing a range of activities to promote their awareness of Chinese New Year, developing their interest in technology as they use cameras and a laptop computer, exploring textures and smells when making play dough, and developing their basic mathematical awareness when playing board games and dominoes. Staff also discuss how children recently became mountaineers as they climbed up the climbing frame, which showed children's good use of imagination. Staff explain how they actively listen to children and develop conversations which are of interest to the child. This helps to promote children's language skills.

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

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| 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

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| 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 | 2 |
| 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

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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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