

Kaleidoscope (Acomb)

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

Inspection date	25/10/2012
Previous inspection date	13/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Planning does not effectively meet the learning needs of all children, in particular being guided by children's individual interests or through activities delivered by a good balance of adult-led and child-initiated play and learning experiences.
- Robust systems to keep children safe, well protected and effectively safeguarded are not firmly in place.
- Practitioners do not use what they know about children's individual interests or future learning goals to guide the planning or ensure resources are readily available.

It has the following strengths

- Practitioners build warm and caring relationships with children and the well-established key person system helps babies and children feel secure and form firm attachments.
- Partnership working with parents and other professionals is recognised as valuable to help each child succeed to his/her potential and aid the transition process.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed samples of activities taking place in all children's rooms and outdoors.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners suitability and a range of other documentation.
- The inspector held meetings with the manager and operations manager.
 - The inspector carried out a joint observation and discussion with the manager and operations manager regarding the provision's system for planning, observation and assessment for children's learning.

Inspector

Jackie Phillips

Full Report

Information about 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 Community Primary 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 enclosed outdoor play areas, including a sensory garden. Children are welcomed and supported who use English as an additional language and who have special educational needs and/or disabilities.

The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 175 children on roll, of these 99 are within the early years age range. The provision receives funding for early education. There are 27 staff employed who work directly with the children. Additional staff are also employed to undertake administrative, domestic and cooking duties on a daily basis. The majority of staff hold relevant early years qualifications. The manager is 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 local authority and from the qualified teacher at the adjoining Children's Centre. The provision is also part of the local early years partnership.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure people whose suitability has not been checked do not have unsupervised access to children being cared for
- ensure risk assessments, in particular relating to children's bathroom area, are fully effective to identify aspects of the environment that need to be checked on a regular basis resulting in prompt action being taken to remove or minimise risk
- ensure information regarding children's record of accidents or injuries and first aid treatment are shared with parents on the same day or as soon as reasonably practicable
- develop systems for planning to include a better balance of activities led by adults or those initiated by children with particular focus on; . being more informed and guided by children's individual learning needs and interests . providing challenges for the more able children . developing the educational programme for mathematics.

To further improve the quality of the early years provision the provider should:

- develop a more enabling environment by acknowledging and celebrating the language and cultural backgrounds of all children that attend.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Not all practitioners demonstrate an adequate understanding of the seven areas of learning nor provide a broad and balanced education programme. For example, there is inconsistency between those play and learning activities initiated by children or led by adults. These issues lie mainly in the preschool room where some practitioners lack confidence at assessing the environment to ensure it is well resourced for children's learning and covers all areas well. For instance, at the time of the inspection no resources were readily available to help children develop mathematical skills or to respond to a child who showed sustained interest in wishing to paint leaves he had carefully collected from the garden. The provision is well resourced throughout and practitioners give consideration to create focussed areas for learning, however in practice this does not always work well.

Planning is not always fully effective in matching activities to meet children's individual needs. Practitioners understand the need to observe and assess children's progress and consider their specific interests and future learning needs but the current system is inconsistent in frequency and is not always used successfully to inform and guide planning. Practitioners recognise those children who are working above the development band typical for their age but fail to provide sufficient challenge to ensure those children remain enthusiastic to learn. Practitioners working with the preschool children are not skilful at responding to children's needs or using spontaneous events to help them learn. There are times when the quality of teaching in this particular area is poor impacting on these children making progress. For example, during a ring game of Hokey Cokey the practitioner failed to support children to raise their understanding of the difference between left and right.

Many activities provided for babies and children are relevant and interesting and some reflect a current topic, such as making Halloween pictures. Babies enjoy sensory, practical activities, such as exploring the use of gloves that are made of soft material and experimenting with different ways to wear them - on hands or feet! All children have very good access to the excellent outdoor play area. This environment supports children to acquire a host of skills and benefit from a wide selection of physical activities. For example, there are climbing and balancing resources and areas for children to grow plants, flowers and harvest their own fresh vegetables. Children enjoy feeding, watching and handling Rory the pet rabbit. Practitioners are keen to engage parents in children's learning journeys and interesting notice boards provide ideas for shared learning at home and inform them each day of the range of activities on offer for children.

The contribution of the early years provision to the well-being of children

There is a secure key person system established helping children form positive relationships and enabling them to feel emotionally stable and secure. All practitioners are involved in the care and education of all children they work with which contributes to

effective information sharing. Warm, caring relationships between practitioners and children are evident throughout the provision, although some adults engage more effectively with children than others.

The premises are risk assessed to help keep children safe including specific areas such as play rooms and bathroom. However, in February of this year a risk assessment identified a number of hazards in the bathroom used mainly by children from the Blue and Yellow rooms. At the time of the inspection risks remained and had not been addressed. For example, damage to the floor had not been attended to presenting a possible trip hazard. Additional hazards, such as a potty containing urine and a carrier bag on the floor were evident placing children at risk. Some children use this area independently as part of their learning of independence in self-care skills. Practitioners had failed to check this area to minimise risk and ensure provision of a safe place for children to use. Also, a delivery person was allowed unsupervised access for a short period of time to an area close by unsupervised children, which not only contravenes the company's procedure for visitors but places children at high risk.

There are strong partnerships in place particularly as the provision is on the same site as a nursery school, primary school and Children's Centre. This extends to include multi-agency working with professionals identified to support children with additional needs enabling each one to make progress. Regular information sharing and a willingness to support children and their families means transitions for children into other settings, including school, is effective.

The bright, welcoming provision benefits by lovely wall displays that are bright and interesting, many of which include contributions made by children. In all rooms there are comfortable sofas with soft furnishings to help children rest and relax. Positive images are displayed around the setting. However, there is a lack of attention to ensure all children and parents feel involved and valued. For example, print around the setting does not reflect the language and cultural backgrounds of some children that attend.

The effectiveness of the leadership and management of the early years provision

The manager has only recently returned to the provision following deployment at another site. She has already identified areas for improvement which focus around a revised staffing restructure to address issues within the preschool room she is aware of. This is not yet wholly operational to have an immediate impact and she has not had time to fully implement her plans to monitor the performance of practitioners and the provision for overall effectiveness. Her vision to address these and other areas for improvement include, for example, developing the partnership with parents to strengthen the shared learning experience between home and the provision.

Parents are encouraged to share their views and opinions of the provision and the service they receive. In conjunction with quality improvement plans and monthly mission statements across the provision that identify issues for improvement, the self-assessment process is slowly beginning to take shape. It is not yet however, strong enough to give an

accurate diagnosis of the overall quality and standards of the provision resulting, at this time, in a number of breaches of safeguarding and welfare requirements.

The broad range of companywide policies and procedures are not fully implemented to support the overall operation and management of the provision. Key policies are effectively shared with parents through an informative prospectus providing valuable information. In the main information is shared well with parents, although recently an incident occurred resulting in records relating to an accident involving a child not being promptly shared.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY221643
Local authority	York
Inspection number	888507
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	112
Number of children on roll	175
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	13/05/2011
Telephone number	01904 784 675

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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