

# Kaleidoscope Day Nursery Ltd

Adwalton Court, Hodgson Lane, Drighlington, BRADFORD, West Yorkshire, BD11 1BJ

## Inspection date

09/04/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff have a satisfactory understanding of the Early Years Foundation Stage requirements, this results in children making sound progress. Children are keen learners who confidently explore their environment through play.
- Care arrangements are good. Children feel at ease in the nursery and, as a result, they form strong attachments and are very happy in the environment. Children are well behaved and develop caring attitudes towards others.
- Staff are well informed about their responsibility to protect children and this keeps them safe in the nursery. Strong partnership working contributes positively to children's care and most aspects of their learning.

### It is not yet good because

- Some assessments of children's prior and current learning are not precise. Monitoring by staff is not robust in identifying these inconsistencies to ensure each child's learning is fully maximised.
- Improvement planning lacks rigour because targets for improvement are not always sufficiently prioritised to ensure maximum impact on improving the provision for children. In addition, the views of parents, children and staff are yet to be fully captured as part of the review 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the pink (baby) room, green (toddler) room, blue (pre-school) room and observed the outdoor area. A tour of the premises was completed. The inspector completed joint observations with the Daycare Manager and Operations Manager.
- The inspector held meetings with the Lead Practice Manager (Kaleidoscope Day Nurseries) and Daycare Manager and talked with children and staff, including key persons at appropriate times throughout the inspection.
- The inspector looked at relevant documentation which included staff suitability checks, the self-assessment form and children's observation, assessment and planning records. A representative sample of the nursery health and safety documentation was also seen.
- The inspector took into account the views of parents and carers spoken to on the day and information given in response to the nursery parent questionnaires.

## Inspector

Shazaad Arshad

## Full Report

### Information about the setting

Kaleidoscope Day Nursery Ltd was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built building in the Drighlington area on the outskirts of Bradford and Leeds. The nursery is also the head office base for the five nurseries that operate as part of Kaleidoscope Day Nurseries Limited. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, one holds Early Years Professional Status, seven hold early years qualifications at level 3 and two staff are working towards qualifications at level 3. One member of staff is working towards qualifications at level 2. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 118 children attending who are in the early years age group. The setting receive support from the local authority and the operations manager within the Kaleidoscope Day Nurseries Limited group.

### What the setting needs to do to improve further

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

- improve and monitor assessment to ensure it precisely identifies children's learning priorities, both on entry and on an ongoing basis, in order to shape and deliver individually targeted, challenging learning experiences which will help children to consistently make good progress in all aspects of their learning and development

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

- extend improvement plans to ensure they are more sharply focused in relation to the views of parents and children.

## Inspection judgements

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

Children enjoy a varied range of activities which generally reflect their interests and choices, and help them to make steady progress in their overall learning. Most staff have a secure knowledge and understanding of child development. Regular observations are

undertaken to gain an understanding of individual children's skills and capabilities. However, assessment of the observations of children's learning is not consistent, meaning some children's progress is not always accurately identified. The staff uses information from assessments to plan activities and experiences that develop children's learning. However, because these assessments are not always accurate, activities are not always sufficiently targeted. Consequently, individual children's learning is not consistently maximised through the full range of activities they engage in. Parents are suitably informed about most aspects of their child's progress so they can further support their learning and development at home. However, information requested from parents on entry to the nursery tends to focus on children's care needs and is not fully effective in contributing to their initial learning assessments. This does not support the accurate assessment of children's starting points to ensure that a true picture of children's progress is compiled. The progress check at age two is completed. This provides parents with an overview of young children's progress and early identification of any concerns.

Staff respond generally well to children's interests and are actively engaged in their play. They talk to children about what they are doing, supporting them in their play. Staff suitably use these opportunities to question children, supporting their developing language through this discussion and questioning. Children are developing a sense of themselves as individuals; they want to do things independently and express their own preferences and interests. For example, children are more than happy to play and explore the sand play for periods of time on their own. Children are given choice about what they want to do and staff ensure that all children have opportunities to join in. Older children play co-operatively together. For example, they play imaginatively in role play activities in the home corner as they dress up and make their own play food. Children begin to develop literacy skills as they have many opportunities to recognise familiar words, such as their name and words from books. For example, children read labels placed on resource boxes and find key words in books. This helps them to understand that words carry meaning and supports their growing interest in learning, preparing them in readiness for school. Children's language development is given a high priority during the session, as all staff develop children's speaking and listening skills. Children listen carefully to video screen transmission on 'people who help us' and respond enthusiastically to questions that staff ask, which satisfactorily extend children's learning. They spontaneously make remarks and link what they see in the video to people they know. Babies develop their physical skills as they explore their environment. For example, they reach out and grasp items, such as utensils in the sand play and explore the textures of play materials, using all of their senses. Toddlers enjoy banging the metal utensils outdoors as they explore the noises the sound makes, discovering the cause and effect of objects banging together.

Children access the sensory and nature spaces for activities to develop their sensory understanding. For example, they enjoy the sensory experience of spreading the foam with their hands. Children enjoy the mix of adult-led and child-initiated activities. They are able to move around freely and have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development, which is progressing well. For example, they are confident in negotiating the outdoor spaces and splash marks with water and brushes. They show confidence and safety as they balance, climb and ride.

The setting work closely with parents around times of transition. When older children transfer to school, staff provide an overview assessment that includes relevant information about the children's development. This means children are sufficiently prepared for this transition.

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

Children's personal, social and emotional development is a positive strength of the nursery and provides a firm foundation for the next stage in children's learning as they progress to school. Children settle well because staff have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention ensure that all children form positive and trusting relationships with the staff. Babies also settle well because staff take the time to find out about their routines through discussions with parents. They can then ensure continuity of care by following the same sleep and feeding patterns. Children seek staff for reassurance and cuddles when they are feeling tired. This provides children with a secure and safe environment from which to develop their confidence and self-esteem.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from practitioners. For example, they share their outdoor resources and take turns to use outdoor equipment. This demonstrates their suitable understanding of working with their peers. They are encouraged and praised and their efforts are acknowledged appropriately. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as handing out cutlery and serving their own food. This demonstrates they are learning skills for the future. They develop self-care skills well. For example, they put on their own coats before going out outside, attend to their toileting needs and make healthy choices at lunch and snack times. Meals and snacks are fresh, healthy and nutritious as the food is prepared on site. Children respond positively to guidance and instruction from staff and are aware of the routines, waiting their turn to wash their hands. Staff support children to learn to stay safe as they regularly practise the fire evacuation procedures and follow safety rules. Children explain to staff they are making sure the floors is clear so nobody gets hurt. They also explain they are wearing their coats to keep warm in the outdoors.

Staff have a good system in place to support children as they make the transition between to new rooms. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. This ensures transitions within the nursery, from one age group to another, is smooth and effective.

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

Staff have a sound understanding of how to keep children safe in the nursery. There are robust procedures in place for inducting new staff. Suitable checks and a period of monitoring help to make sure that those who work with children are suitable to do so. Staff know what they must do if they identify any signs and symptoms of abuse, in order to safeguard children and promote their welfare. All staff understand the importance of

maintaining a safe environment for children and are alert to potential risks, such as hazards on the floor and ensuring the outside play area is safe. A secure video intercom entry system restricts access into the building and staff confirm the identity of all visitors. In addition, close circuit cameras are installed in the rooms and monitored from the office. The management team are reviewing the monitoring of the educational programmes. However, at present the arrangements do not fully ensure learning experiences are targeted to maximise children's progress.

The manager monitors staff performance through personal development reviews and supervision, including observation of staff's practice. Training is encouraged; for example, childcare related courses and statutory training, such as first aid are undertaken. New staff members undertake a robust induction into the setting ensuring they are suitably aware of their role and responsibilities. Regular team meetings allow staff to give their ideas and contribute to the evaluation and development of the provision. The nursery has sound capacity to sustain continuous improvement because self-evaluation is developing as part of the settings culture, in line with their quality improvement plans. The setting is starting to use their own operations manager to prioritise targets and aspects of the provision.. However, self-evaluation is in its early stages and is not yet rigorous. For example, the setting has begun to gather and take account of the views of parents and children through questionnaires and meetings, although these are not yet sharply focussed. Furthermore, the computer in the pre-school room is currently not working fully and this has not yet been addressed.

Parents speak highly of the provision and feel confident in staff meeting their children's care needs. Parents are consulted during the settling in period for their child and engage in discussion with the key person. They are invited to attend parent evenings where they discuss and comment on their child's progress. Regular newsletters are sent to inform them of the planned events. These all help to keep parents involved in their children's learning. For example, they comment on how they feel they are welcomed and how much their children enjoy attending. The management team work with other agencies to support children and are developing links with local schools to ensure transition arrangements are continually improved.

### **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 action. 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

<b>Unique reference number</b>	EY453580
<b>Local authority</b>	Leeds
<b>Inspection number</b>	885081
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	140
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Kaleidoscope Day Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0113 2852300

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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, which are usually the childminder's 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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