

Kaleidoscope Day Nursery Ltd

Albert Road, Morley, Leeds, West Yorkshire, LS27 8RT

Inspection date	23/04/2013
Previous inspection date	25/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- The playrooms and outside areas create an enabling environment where children's independence is promoted well and they can engage in purposeful play. Children of all ages independently access a wide range of play materials which support their learning and development in all areas.
- Staff support children to develop a very good understanding of the importance of physical exercise and a healthy diet and to manage their own hygiene and personal needs so that they can begin to understand about healthy lifestyle.
- Parents praise the nursery for the warm welcome they receive and the information that the nursery shares to help them to understand children's learning and developmental experiences. Transition procedures are strong throughout the nursery.
- Children's communication and language are given high priority; lots of opportunities are available to develop their skills. Children can access a wide selection of books suitable for their age and stage of development.

It is not yet outstanding because

- Parents' views are not fully taken account of when completing the nursery's evaluation form, this means they are not fully involved in the improvement process.
- Opportunities for children to further develop their very good listening and attention skills, through the use of puppets and props, are not fully extended.

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 toured all the rooms children play in and the outside areas.
- The inspector observed a joint observation with the manager and member of staff.
- The inspector tracked two children while at the inspection.
- The inspector looked at some documentation, including children's learning records.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Kaleidoscope Day Nursery was registered in 2000. It is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is situated in a converted building in the Morley area of West Yorkshire and is managed by Kaleidoscope Nurseries. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 26 members of child care staff. Of these, 23 hold appropriate early years qualifications at level three and two including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round, except for Bank holiday. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 234 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop young children's sustained interest in books and songs, for example, by using puppets and other props to encourage listening and responding
- build on self-evaluation by extending how the views of parents are incorporated, to further assist in identifying areas for future development.

Inspection judgements

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

Children play, learn and develop in an environment that has a wide range of age appropriate toys and activities that are easily accessible. They have good opportunities to participate in individually planned activities, which the staff team plans thoughtfully. All planning is based on the children's interests and abilities and provides age appropriate challenges. This ensures that children's development progresses according to their individual age and stage of development. A detailed system of observation and assessment means that staff can plan specifically for the needs and age of each individual

child and cover all of the areas of learning. An efficient key person system is in place. The key person takes on board children's starting points with information gathered from parents and also records the next steps in learning. This ensures children progress in their educational learning and develops their individual skills well.

The manager and staff demonstrate a secure knowledge of the requirement of the progress check at age two. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable them to accurately assess two-year-old children's development and provide relevant information to aid their progress. The nursery has a strong transition policy and procedure in place. As children move on to other rooms, they and their parents are introduced to the new key person through several sessions, and learning records are shared and reports completed. When children are moving on to school, staff are building links with local schools and share all required information with them. Children do visits to the school and reception teachers visit the nursery. This ensures good continuity of care and education.

All children have free access to a range of outdoor areas, all are well resourced. Older children develop their physical skills as they scoot around and balance on the scooters and manoeuvre around the play area. Younger children thoroughly enjoy playing outside, where they draw with the chalks around their feet and those of their friends. This develops children's drawing skills and recognition of size, as they compare with their friends the size of their feet. Older children are very skilled as they thoroughly enjoy showing the staff and their friends how they can write and recognise their own names and copy sentences recognising the different letters. They hold the pens confidently and develop their writing skills.

Younger children get really excited as they are asked by the assistant cook and staff if they want to do baking. Children know the routine well, they immediately wash their hands and place protective hats on their heads, prior to sitting at the baking table. Children take turns to stir the melted chocolate; they count the bun cases on the tray and count independently up to five. This activity helps to promote children's independence, as well as their counting skills. Children sit together to sing nursery rhymes and staff give children good opportunities to develop their self-esteem as they are asked to choose a song and they then sing about the 'monkeys on the bed'. This develops children's communication skills. However, some children's concentration is limited while singing action and nursery songs. This does not always fully promote their listening and attention skills, as puppets and props are not always included to support this area of learning. Children of all ages have a good selection of books, all of which are easily accessible. Younger children choose picture books and identify the different animals and objects. The travelling library visits the nursery regularly where children can choose books and take them home to read with their parents. This helps to promote literacy and independence skills. Babies get lots of good opportunities to develop their technology skills, as they eagerly press buttons on the mobiles and push along toys and listen to the sounds that they make. Older children learn social skills as they take turns at the computer. They can switch it on and choose a game and move the mouse around the game confidently. While playing the game they learn about the different sizes in the game and how to go on to the next stage. This promotes children's technology skills. Older children love to paint and they are very eager to show how different colours mixed together make new colours. They

explain to staff that red and white make pink and black and a little white can make a dark grey. As they show these colours to the staff they get very excited and receive lots of praise.

The nursery has good displays of photographs of the children along with their own expressive artwork, making it a welcoming and bright environment for children.

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

Staff support children's well-being effectively. For example, the key person system works very well in all rooms and children are placed with the staff that they respond to, which enables them to build strong bonds with them. The nursery also ensures that any changes with the key person are treated with empathy and settling-in times are provided with the new staff member and when children move rooms. The nursery provides settling-in periods when children first start and complete visits to the children's home. This helps the child's separation from their parents, putting them at ease and promotes their self-esteem and builds their confidence.

Children in the nursery behave well. Staff's gentle, yet firm approach with children, set them good examples on which to model their behaviour. Children are responsive to the staff, they are learning right from wrong. Children are learning to cooperate with each other to complete tasks. For example, they work well together as they take turns as they water the plants and share the watering spray. This helps to develop their personal and social development through learning to share with others.

Children's health and hygiene is promoted well. They are given lots of opportunities throughout the day to access the very well-resourced outdoor area, where they run about, ride on bicycles and balance on the beams. All children freely access their own outside area throughout the day, ensuring they receive lots of fresh air and physical play. They also learn about being healthy through very good posters displayed around the nursery explaining the importance of washing hands. Tissues are placed around for children to independently access to wipe their noses and then they place used ones in the bin. Children also access their own cups and pour water whenever they need a drink. This helps to prevent cross infection and promotes a healthy lifestyle. Children eat good quality food and staff take care to meet individual children's dietary needs and parents' preferences for children. Menus are displayed for parents to see, all meals are cooked on the premises and all food is fresh and includes meat and vegetables that are locally grown.

Children take part in regular fire drills. When out and about in the community staff ensure children are either in pushchairs, with harnesses, or holding hands with staff members and that they also have a good awareness of road safety. This helps children to develop their understanding of how to keep themselves safe.

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

Safeguarding of children is given high priority. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place. The designated person is a member of staff and parents and other staff are made aware of whom this is. All staff have attended training on safeguarding and this is updated every three years, ensuring that their knowledge is recent should they have any concerns.

Strong and thorough recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure. Staff have good opportunities for supervision and appraisals with the manager, along with regular staff meetings. At these, training needs are identified to ensure that all staff update their knowledge and professional status. Staff ensure that all planning is completed weekly and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised. Assessments and ongoing reports are completed by staff on the children. This ensures children's skills and abilities are monitored and that they continue to make good progress in their learning.

The manager and staff team demonstrate a good capacity to maintain continuous improvement. They are in the process of completing and updating their self-evaluation to ensure they are working in line with the Early Years Foundation Stage. Staff and managers, at regular meetings, identify their strengths and weaknesses and listen to children's thoughts and ideas when updating the evaluation. However, comments from parents are not taken on board to further assist in identifying areas for future development. The staff team have a common sense of purpose and work effectively together to continually improve opportunities for children to achieve and maximise their individual potential.

The nursery has built up strong links with outside agencies to ensure children's development is supported and also parent's needs and wishes are adhered to. For example, staff have good relationships with local authorities and the Special Educational Needs Coordinators.

The nursery has built good partnerships with parents; the manager ensures that settling in periods meet with parental needs. Parents receive information through regular newsletters, electronic mail and informative notice boards, where all key person's photographs are displayed. Parents are very complimentary in recent completed questionnaires. For example, they say 'how welcoming the nursery staff are'. Staff make parents feel welcome in the nursery and provide daily feedback, in addition to regular open evenings and daily diaries, so that parents are continually involved in their children's learning and development.

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

Unique reference number	320603
Local authority	Leeds
Inspection number	910053
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	82
Number of children on roll	234
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	25/02/2011
Telephone number	0113 2897118

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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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