

Kaleidoscope (Acomb)

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

Inspection date	19/06/2013
Previous inspection date	25/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Well qualified and confident staff have a good knowledge and understanding of how children learn. They provide a varied and stimulating programme for learning which takes place both in and outdoors.
- The strong capabilities of all key persons ensure babies and children feel safe and secure. Staff skilfully support all children to develop high levels of confidence and independence, ensuring children are well prepared for the next stages in their learning, and eventually for school.
- The monitoring and performance management systems in all areas are strong. As a result, the quality of observation, assessment and teaching are at a high level and staff are inspired to improve their practice even further in the pursuit of excellence.

It is not yet outstanding because

- There is scope to strengthen ways in which children contribute their ideas and opinions towards the nursery's evaluation system and help shape improvements for the future.
- The written summary of the progress children between the ages of two and three are making is not yet fully effective. For example, it does not clearly show the date when the progress check was made or how it can be used to support learning at home.

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 conducted a tour of the nursery accompanied by the manager.
- The inspector observed staff and children during a range of indoor and outdoor activities.
- The inspector held discussions with staff and looked at some of the children's development files.
- The inspector spoke to many children and a parent.
- A joint observation of a letters and sound activity involving the eldest children was completed by the inspector and the leader of the pre-school room.
- The inspector held a meeting with the manager of the nursery and looked at a range of documents including the nursery's record relating to self-evaluation of the provision and action plans for improvement.

Inspector

Jackie Phillips

Full Report

Information about the setting

Kaleidoscope (Acomb) is one of nine provisions owned by Kaleidoscope Day Nurseries Ltd. The nursery 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 nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register and serves both the local and wider community. It operates between Monday to Friday from 7.30am to 6pm, for 51 weeks of the year, closing during all public holidays and a week between Christmas and New Year. An out of school club for older children is also provided. The nursery has close links with the nursery school located in the same building and wrap around care is available. Children are cared for in four separate play rooms, 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.

There are currently 180 children on roll, of these 113 are within the early years age range. The nursery receives funding for the provision of free early education for children aged three-and four-years-old. There are 30 staff employed at the nursery who work directly with the children. Additional staff are also employed to undertake administrative, domestic and cooking duties on a daily basis. The manager is qualified to level 5 and two of the senior nursery staff team hold degrees in early years. There are 23 members of staff who are qualified to level 3. Two staff members are qualified to level 2 and are working towards level 3 and there are two unqualified members of staff. The nursery is supported by two members of the company's senior management team who both hold Early Years Professional Status. The nursery also receives support from the local authority and from the qualified teacher at the nearby children's centre. The nursery is part of the local early years partnership and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- build upon ways in which children contribute towards the nursery's evaluation system so that their ideas help to shape improvements for the future

- enhance the information given to parents of children aged between two and three years, so that they are clear about the date the progress check was carried out and how the written summary can be used to further support children's learning at home.

Inspection judgements

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

Well qualified and confident staff demonstrate a good knowledge and understanding of how children learn. They provide a varied and stimulating programme for children's early education that takes place inside and outdoors. Nursery staff have a secure knowledge and understanding of the revised Early Years Foundation Stage. Their interactions and teaching techniques are positive and show their good understanding of how to engage and capture children's interests. Staff regularly monitor and assess children's progress and development and track the impact of the experiences provided on children's learning. As a result, they ensure there is a variety of interesting activities across the seven areas of learning and children make good progress towards the early learning goals. High regard is given to supporting children to learn through a wide variety of different experiences and in different environments. For example, there are daily large group activities, children can move freely from inside to outside as part of their play and enjoy trips and outings in the community. This extends and enhances children's learning experiences and responds to children's individual learning styles.

Staff skilfully support children to learn, for instance, by using effective open questioning to help children think, share their ideas and solve problems without having to respond with a single 'yes' or 'no' answer. Staff plan and organise small and large group learning opportunities, helping children to benefit from adult and peer support and interaction. Children listen and concentrate very well and show high levels of interest and engagement. As a result, their behaviour is good. For example, during a letter and sound group activity older children listen attentively and understand about not shouting out but putting their hands up and speaking confidently and clearly, usually providing an accurate answer. This shows they are acquiring the skills and positive attitudes they need to be ready for the next stage of learning, nursery or school.

Good support is given to developing children's mathematical understanding, which is an area the nursery has particularly concentrated its efforts on in order to improve the educational programme. For example, there is clear evidence of shape and number displayed all around the setting and a varied range of toys, equipment and resources to help children to count, match, sort, classify and problem solve. Creative use of outside play and daily occurrences fully support children's critical thinking. For example, a small group of children playing outside pretend to 'repair' the scooter and bicycle. They use a small brush and bucket of water to carefully paint each tyre and together discuss and negotiate about moving the vehicles forwards and backwards so each tyre is well covered. The children work cooperatively and decide who will 'do the back bit'. Following this the children are very interested in the marks the wet tyres make on the ground. This shows children have a developing understanding of solving problems, using positional language and the benefits of working together as a team to 'get the job done'. Children are able to concentrate very well and demonstrate high levels of perseverance. They are very curious when what they have achieved leads to another aspect of learning. These are skills which will help children to succeed in their future education.

Children's learning and development is assessed efficiently through staffs' observations and regular information sharing with parents, which begins as soon as children start at the nursery. Staff use what they know and learn about each child to guide and shape the planning of the educational programme. This contributes effectively to the progress children make and means each child's learning is individualised. Staff place a sharp focus on helping children acquire effective communication and language skills, and on supporting their physical, personal, social and emotional development. This helps all babies and children make good progress and forms a secure basis for their future learning. The majority of documents shared between staff and parents are extremely useful in the collection of meaningful information to monitor children's progress and keep parents informed and involved. However, there is scope to enhance the information given to parents of children between the age of two and three-years-old, so that they are clear about the date the two year progress check took place and know how to use the written summary to further support children's learning at home.

High regard is given to display children's home language around the setting. This supports language development from home into the nursery, so children who use English as an additional language learn to communicate well. All children know a varied range of songs and rhymes. Babies demonstrate the actions to a number of nursery rhymes and tell staff that their 'baby', a doll, is crying just like the one in the song, 'Miss Polly had a dolly'. Staff have learnt how to enhance babies' ability to communicate through use of baby sign language, and some babies spontaneously demonstrate this during singing time. Children learn because staff are extremely responsive to their needs and interests. For instance, they recognise the quickly changing interests of the children aged between two and three. Their current interest in 'monsters' results in children creating superb figures out of recycled materials including, boxes, cartons, feathers and ribbon. The children take ownership and name the largest monster 'Trevor Neville'. Likewise they choose names for the two pigeons they are interested in that regularly visit the garden, naming them Fred and George. Staff extend this interest by making monster name cards for each child. Children use these to self-register each day, placing each monster picture in a decorated box, called 'the cave' to confirm their attendance. This shows that the quality of learning is high because it is prioritised and influenced by children's interests, making it fun, meaningful and relevant.

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

Flexible settling-in visits are offered as babies and children commence at the nursery. This helps staff build trusting relationships with parents and children, and reduces stress and anxiety so that the transfer into the nursery goes as smoothly as possible. Staff appreciate that effective information sharing is vital and welcome the opportunity to get to know each child in detail, particularly each one's individual routines and care needs. As a result, new children quickly settle and begin to form close attachments to their special key person as they start to investigate their new surroundings with confidence. The strong capabilities of all key persons ensure babies and children feel safe and secure. Staff skilfully support all children to develop independence, ensuring children are well prepared for the next stages in their learning, and eventually for school. For example, older children are actively involved at meal times, choosing a plate and cutlery, finding their named place mat at the

table and serving themselves to food. This provides children with the opportunity to develop confidence and independence skills to help them when they transfer to other settings, including nursery and school.

The health and well-being of babies and children is a high priority. The food they eat is freshly prepared on the premises and children often contribute to meals and the seasonal menu by supplying the vegetables they grow in the garden. There are copious opportunities for children to be active and develop a broad range of physical skills by, for example, using large equipment and smaller resources, such as tools. Walks and outings are arranged for babies and children helping them learn about the community and supporting emotional well-being by developing skills of social interaction and engagement. Children are developing a growing awareness of a safe and healthy lifestyle. For example, they understand about applying sun cream and wearing hats when playing in the sun. Staff explain to them about not going outside during the hottest part of the day due to the lack of sufficient shade. Children discuss with the inspector that they wash their hands to 'get rid of germs' and talk about, and demonstrate, the need to vigorously rub their hands together, using soap, to make bubbles so each one is clean.

Arrangements for babies and children as they transfer through the nursery and then onto school or other settings are well embedded. Staff involve parents so that they are fully aware of the transition process. Visits are organised to the next room children will move into, which helps them make the adjustment gradually. The nursery has well established links with local schools and other settings, and teachers and providers are encouraged to visit the nursery and share information. The nursery also sends transition reports to schools and other settings, providing continuity and coherence for all children to ensure the transition period goes well.

All of the rooms used by children are presented to a high standard. The environment looks fresh, inviting and very welcoming. Staff have recently made remarkable improvements to the layout of the playrooms and increased equipment levels. The result is children are very well occupied, busy and extremely well engaged in their play and learning. Defined, well equipped areas for learning are in place, which helps children to focus and make links in their learning. There are areas created for babies and children to rest and relax, supporting their welfare and well-being. Communal areas are provided where a larger space is made available helping children to 'spread out'. For example, by lying on the floor to play alongside their friends. This helps children to learn by working at different levels and encourages them to use resources in different ways. Staff focus on ensuring the equipment is attractively presented and at a low level so that children are inspired to make independent choices and decisions.

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

Children are provided with a safe and secure environment. Staff understand their responsibility to protect children and know the action to take if they have any concerns about a child's welfare or well-being. They are quick to respond to any safeguarding issues and make effective improvements to ensure children's safety remains a priority. For

example, ensuring staff are present to cover the reception area to prevent unauthorised access to the building and make sure they remain vigilant regarding children's safety during busy times of the day. All required documentation is in place and regularly reviewed to ensure it remains effective. Since the previous inspection amendments to safeguarding and risk assessment procedures have been made to increase levels of safety. For example, additional measures have been put in place with particular regard to ensuring that adults whose suitability has not been checked do not have unsupervised access to the children, that the children's bathroom is a safe place throughout the day and with regard to the recording of children's accidents. As a result, systems are greatly improved to ensure children are effectively kept safe.

The monitoring and performance management systems in all areas are strong. The quality of observation, assessment and teaching are at a high level and staff are inspired to improve their practice even further in the pursuit of excellence. Evidence shows that in recent months the staff team have made tremendous efforts to develop their confidence and ability to teach children at a high level. They have achieved this through, for example, training, reflective practice, team meetings and working with and alongside other professionals. The manager is passionate about the nursery and has supported staff conscientiously. As a result, the commitment to improvement and the efforts of the whole nursery team has led to a significant increase in team morale, the quality of teaching and learning and the progress children make. Parents and partners have contributed to the process of improvement and rapid progress is clear in a short space of time. Following the last inspection, a comprehensive action plan was compiled and a consultation evening for parents arranged. Consequently, strengths and weaknesses were identified and priorities and challenging targets set. For example, planning is more effective to meet children's individual needs, including the more able children, and the educational programme for mathematics has been greatly enhanced. This has led to a good improvement in the service provided to children.

Evidence shows that parents are heavily involved in sharing their views and opinions with the staff about the nursery provision. Children are also involved in this process, but there is scope to develop this further, particularly through more regular activities to gain children's opinions in each room. The partnership with parents has been a strong focus for improvement, particularly regarding information sharing and successfully developing the environment to be more inclusive and reflective of the varied cultural backgrounds and languages of the diverse range of families that use the nursery. The manager has high aspirations for the future of the nursery. She supports her team extremely well through regular meetings, appraisals and supervisions. Staff performance is frequently monitored to ensure team members continue to meet the high standards they have now achieved and to ensure the drive to continually improve the quality of care and learning is sustained.

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	EY221643
Local authority	York
Inspection number	891742
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	112
Number of children on roll	180
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	25/10/2012
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, 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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