

Kaleidoscope Day Nursery Ltd

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

Inspection date	10/09/2013
Previous inspection date	09/04/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
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

- Children have a wide range of opportunities to develop their imaginations and physical skills because staff create an outdoor environment which is exciting for children to explore.
- Children are adopting healthy lifestyles because staff encourage them to try nutritious foods and support them to grow a range of vegetables to harvest for snack and mealtimes.
- Partnerships with parents are positive because parents feel staff are approachable and keep them up to date with what their child has been doing during the day in the setting.

It is not yet good because

- Children's learning and development needs are not consistently well met because staff do not always use children's starting points, next steps and tracking to support them to make good progress.
- Transitions for babies are not always effectively managed by staff to ensure all children make strong attachments to their key person.
- Complaints and concerns are not always recorded. Consequently, the management team demonstrate a weakness in understanding their statutory responsibilities.
- Relationships with other Early Years Foundation Stage providers are not yet fully embedded to provide continuity of learning and development for children.

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 children in all three base rooms currently in operation and in the outdoor areas.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the operations manager, nursery manager and two parents.
- A range of documents in each base room were inspected, including observations, planning, tracking of children's progress, and daily diaries.
- The inspector checked evidence of staff suitability, risk assessments, accident forms, staff training, policies, procedures and the setting's self-evaluation documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

Kaleidoscope Day Nursery Ltd was registered in 2012 and is one of nine settings privately owned and managed by Kaleidoscope Day Nurseries Limited. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and is situated in purpose-built premises in the Drighlington area of Bradford. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 13 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional Status. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 189 children on roll, of whom 153 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- coach staff so they can monitor planning to ensure children's starting points, next steps and accurate tracking are consistently used to support children's progress and quickly close any emerging gaps in their learning and development
- strengthen the transition procedure to ensure babies are supported to settle into the setting and form strong attachments with their key person
- ensure a written record is kept of all complaints and their outcome, so parents have access to all information about their child.

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

- strengthen partnerships with other settings to ensure children's next steps are consistently supported and their learning is consolidated.

Inspection judgements

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

Children are making adequate progress in their learning and development because staff have a sound understanding of the Early Years Foundation Stage. Staff gather information from parents to establish children's starting points on entry, and regularly observe children during play to create individual next steps for each child. However, children's starting points and next steps are not always used to support children to make good progress. In addition, tracking of children's progress is variable in accuracy, and staff are not all confident in assessing children's abilities. Therefore, emerging gaps in children's learning are not always quickly identified and closed.

Staff are dedicated to the setting and the children in their care. They are currently trying new ways of planning for the children, and this requires time to be fully embedded. A number of staff are new to the setting and this means they are not yet fully confident in the planning system and, at times, the quality of teaching is variable. Staff provide a range of learning opportunities for children, which successfully engage them in play. For example, older children experience mixing paint and talking about the colours, while younger children use cardboard boxes in the outdoor area to sit in and use their imaginations. Babies explore shaving foam and feathers indoors, while other babies are supported by staff to access a range of animals and practise making animal sounds to develop their communication skills.

Older children are very settled and developing positive skills for the future. For example, they work together at lunchtime to set the table, demonstrating their ability to work cooperatively as a team. Children are also demonstrating the ability to recognise and write their names, as well as good listening skills, which will support them in their transition to school.

Partnerships with parents are positive because staff update them daily about what their child has been doing. Parents can access children's development files whenever they wish, and parents' evenings allow staff and parents to discuss children's progress. However, partnerships with other settings children attend are not fully embedded to ensure information is consistently shared to fully support their learning and development.

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

Older children are well settled in the setting and show good levels of confidence and self-esteem. However, transitions for babies are not always managed well. For example, large numbers of babies are settling at one time and, consequently, they are not all making good strong bonds with their key person. Each child has a key person who liaises daily with parents and discusses each child's routines. Daily diaries are used as a written source of communication. This means parents are kept well informed of their child's day.

Children are learning how to follow healthy lifestyles because staff support their knowledge and understanding of healthy eating and exercise. For example, staff discuss the food at meal and snack times and encourage children to try new fruit and vegetables. Older children care for a range of vegetables growing in the setting's garden, including lettuces, courgettes and carrots. They harvest these vegetables and eat them as part of the balanced and nutritious meals provided by the setting's cook. Children are also

adopting healthy lifestyles because staff ensure all children have regular access to the outdoor environment. Children have ample opportunities to run, climb and use equipment, which develops their coordination and balance and also teaches them about taking appropriate risks in their play.

Children behave very well in the setting, showing respect for staff and peers. They listen well to instructions and follow rules and boundaries. Staff use positive behaviour management strategies with children and understand the importance of using praise to build children's self-esteem. In addition, children who have been in the setting for a prolonged period of time know all staff well. This is because the staff team is still building in numbers and, therefore, staff cover in many rooms. This supports children well as they transition between different rooms in the setting.

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

Children are safeguarded well in the setting because staff clearly understand their role and responsibilities. Staff have all received safeguarding training and this is regularly refreshed through in-house training. The setting's safeguarding officer has attended local authority approved safeguarding training and understands what to do if she is concerned about a child's welfare. All staff are subject to a robust recruitment and selection procedure, and are vetted to ensure they are suitable to work with children. A comprehensive set of policies and procedures underpin the day-to-day running of the setting and support staff in their practice.

The management team are aware of the strengths and areas for development in the setting and have created action plans to continuously drive improvement forward. Staff have regular supervision meetings and appraisals to identify their training needs and support them to progress professionally. Staff are very dedicated to the setting and work hard to provide good quality childcare. The management team have identified areas within the planning system that require improvement, and they are working closely with the local authority to embed a system that supports all children to make good individual progress. However, some staff require additional support to fully understand how to consistently use children's starting points, next steps and tracking of children's progress to inform the planning. This means children's progress is satisfactory at present.

On the whole, staff have strong partnerships with parents. Parents feel very included in the setting and would recommend it to others. However, on occasion, concerns or complaints raised with the management team are not recorded with any actions taken. This means staff are not fully aware of their statutory obligations or able to provide a true reflection of the setting should parents request to see the complaints file. Staff have begun to create partnerships with other professionals to support children's learning and development needs, including teachers at the local schools and the local authority support staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a written record, for a period of three years from the date of complaints, including the outcome and action taken in response (compulsory part of the Childcare Register)
- keep a written record, for a period of three years from the date of complaints, including the outcome and action taken in response (voluntary part of the Childcare Register).

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	EY453580
Local authority	Leeds
Inspection number	934939
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	118
Number of children on roll	189
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	09/04/2013
Telephone number	01132852572

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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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