

Kaleidoscope Early Education Centre

Kingsholm Childrens Centre, Sherborne Street, GLOUCESTER, GL1 3DN

Inspection date

01/04/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children enjoy the range of stimulating activities that staff plan and they confidently make independent choices in their play.
- Staff know children well and have a good understanding about supporting their individual development and learning needs
- Staff form strong partnerships with parents, which contributes well towards the good progress that children make.
- The management have a strong vision for the nursery's continuous improvement and the best outcomes for children.

It is not yet outstanding because

- On occasions, staff miss opportunities to challenge children's thinking and extend their learning further.
- While there are stimulating resources and activities in the outdoor area, the organisation does not fully support children's play and exploration.

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.

Inspection activities

- The inspector toured the areas that children use and observed activities in both the indoor and outside environments.
- The inspector looked at a sample of policies, procedures and children's records.
- The inspector completed a joint observation with the manager in the indoor environment.
- The inspector spoke to parents about their views on the setting.
- The inspector had ongoing discussions with the management, staff and children during the inspection.

Inspector

Sue Bennett

Full report

Information about the setting

Kaleidoscope Early Education Centre registered in 2013. It is one of a number of childcare facilities run by '4 Children'. The preschool is situated within the Kaleidoscope Children's Centre, in Gloucestershire. It is registered on the Early Years Register. There are three main playrooms, a family room and two linked outdoor play areas. The preschool offers morning and afternoon sessions for children aged from two to four years old. It operates Monday to Friday during term time between 9am until 3.30pm. There are currently 82 children on roll within the Early Years age group. The preschool receives early education funding for children aged two, three and four years. The preschool supports children with special educational needs and/or disabilities and those who are learning English as an additional language. A team of nine staff work directly with the children. The manager is a qualified early years teacher and 6 staff members hold childcare qualifications at level 3 or higher.

What the setting needs to do to improve further

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

- strengthen the use of questioning skills by staff to challenge children's thinking and extend their learning experiences further
- review the organisation of the resources in the outdoor environment, to extend opportunities for children to play and enjoy investigation.

Inspection judgements

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

Staff have a good understanding of the educational programmes for the Statutory Framework for the Early Years Foundation Stage. They plan a stimulating range of activities which children enjoy. For example, children enthusiastically draw patterns and shapes in the corn flour tray. Staff support this well by encouraging older children to write the first letter of their name, which they can do competently. Younger children enjoy exploration of sensory baskets. As they choose objects staff say words such as, 'wood' and 'brick' to support children's language development. Staff make good use of observations to determine children's future targets in learning, and incorporate these effectively into the activity planning. They have a strong knowledge about how to support children's learning needs, such as speech and language development, and prepare good quality individual educational plans. Staff conscientiously share these with parents to ensure continuity for children's learning. These effective assessment processes help all children to make good progress from their starting points. Staff provide good support for children's

communication development. During a story activity, they encourage children to talk about their favourite experiences, such as a trip to the swimming pool. Staff make good use of repetitive phrases such as, 'splish splash', which children confidently attempt to repeat. However, while staff engage effectively with children during their chosen activities, on some occasions they miss opportunities to challenge and extend their thinking further through the use of open questions, such as 'why?', 'what?' and 'how?' Staff promote children's mathematical development well, by counting and using words such as 'up', 'down', 'tall' and 'short' during activities. Children concentrate well during their activities and are keen to meet staff expectations, preparing them well for their transfers to school. They respond quickly and accurately when staff ask them to name simple shapes and count competently to 10 and beyond. The outdoor areas are spacious and there is a good range of resources, which supports children's physical development well. For example, children enjoy play on wheeled toys and climbing apparatus. Staff promote children's learning well by encouraging them to concentrate as they attempt to catch balls. However, the organisation of the resources means that the area is very busy and full. This has a negative impact on children's play opportunities, such as investigative play with magnifying glasses, and limits space to run freely around.

Staff have strong relationships with parents. Through daily informal conversations, they keep parents fully aware of children's progress and their enjoyment of preschool routines. Additionally, they meet formally with parents to discuss assessments and review developmental records. 'To and fro' booklets enable parents to share children's home achievements and successes. New children settle quickly because of induction visits to the preschool and meetings between parents and key staff to discuss children's individual needs. These systems nurture strong links between the home and the preschool and help to ensure continuity of care for children.

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

Children part happily from their parents and carers and settle quickly into their nursery routines. Staff greet them in a warm and welcoming manner, which helps children to feel safe and secure. The key person system is effective in supporting children's individual needs. For example, staff have a good understanding of children's specific health needs, which parents find reassuring. Children know who their key person is; they confidently ask them for help when they need it, such as cutting sticky tape. Children with language difficulties know that their key person understands their specific pronunciation of words. Key staff listen carefully, smile reassuringly and quickly respond to their needs.

Children behave well and are keen to please staff. In turn, staff are good role models, who work well together as a team. Children observe this and, as they play, they happily talk about their experiences with staff, such as making models from creative materials. Children enjoy the positive praise they receive from staff and proudly show their achievement stickers to their friends. These measures support their self-esteem well. Staff sensitively explain to children the need to share and be good friends. For example, they use a sand timer to help children understand the fairness of taking turns with toys and resources. Children enjoy the company of their friends and play cooperatively together.

They help one another to build towers using constructional apparatus and hold wheeled toys still for friends to climb on. They confidently explore their surroundings, both indoors and outside, and enjoy making their own play choices and using their imagination. For example, they arrange chairs in a row to resemble seats in a bus and use a paper circle for a steering wheel. Children enjoy dressing up as princesses, and being the postman delivering letters in the themed 'post office' role play area. These opportunities support children's personal development well and prepare them well for their next stages in learning.

Staff effectively develop children's understanding of safety. For example, they explain the need to take care when using scissors, in case they hurt their friends. Children listen carefully and respond positively. Children understand that they need to move carefully around the indoor area and sit quietly for registration. Staff support children's good health by encouraging parents to provide healthy foods in lunch boxes. At snack time, children happily make choices between fruit or savoury biscuits. Staff encourage them to be independent in their self-care, for example, through buttering their own crisp breads and washing their hands by themselves. Children are developing a good understanding about responsibility, through helping with tidying resources away after play and hanging their personal belongings on their pegs. The free-flow organisation of the preschool environment means that children have easy access to the outside area to benefit from daily fresh air and exercise.

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

The management of the preschool have a strong understanding of their responsibilities towards safeguarding children. All staff have attended relevant training, and the designated person for safeguarding has appropriate multi-agency training. During discussions, staff confidently explain the procedures to take should they have any concerns about children within their care. Comprehensive policies and procedures, which the management team shares with parents, ensure children's welfare. Recruitment procedures for new staff are rigorous; the owner company and the manager check that all new appointments have appropriate qualifications and experience to work with young children. All new staff undergo comprehensive induction processes so that they are fully aware of their respective roles and responsibilities. There are regular emergency evacuation drills in case of fire, and all are meticulously recorded. Staff carry out daily risk assessments on all areas that children use, and staff clean toys and resources routinely. These measures help to ensure that the preschool is a welcoming, safe and stimulating environment for children to enjoy. Records for medication, accidents and registration, are thorough, and all necessary permissions from parents are in place. Staff always inform parents of any incidents concerning their child during their time in the nursery.

The management team has a strong focus on the learning and development requirements. This includes the regular review of planning and assessment documents. This promotes equality for all children, so that every child receives good support for their individual learning and development needs. Alongside this, the manager regularly observes staff as

they interact with children. An effective system of appraisal enhances staff practice further: the daily manager meets with staff individually, to discuss practice and review their performance, which helps to ensure the best outcomes for children. The management is proactive in supporting the professional development for all staff through providing training.

The preschool management have a sharp focus on self-evaluation, which helps them to accurately identify priorities for future development. For example, the daily manager has recently reviewed the processes that prepare children for school. Staff have good opportunities to contribute towards these improvements through their regular staff meetings. Additionally, the management circulate periodic questionnaires to parents, enabling them to express their views on the provision. These systems demonstrate the preschool's strong commitment towards continuous improvement.

The nursery had good links with the local authority advisors from whom they receive support and guidance. There are also strong partnerships external specialists, such as speech and language therapists, so that all children receive the support they need. The preschool links effectively with other settings that children attend and, in particular, the primary school on the same site. An effective timetable of meetings and visits helps to promote the effective sharing of information and children's smooth transfers between settings. During discussions, parents express their positive satisfaction with the preschool. They feel they receive good quality information on children's progress and that staff are caring and approachable. Above all, their children are very happy and enjoy their preschool experiences.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463856
Local authority	Gloucestershire
Inspection number	939664
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	44
Number of children on roll	82
Name of provider	4 Children
Date of previous inspection	not applicable
Telephone number	01452 520 182

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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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