

# Kaleidoscope Day Nursery LTD (Gildersome)

22 Finkle Lane, The Green, GILDERSOME, Leeds, LS27 7DX

<b>Inspection date</b>	03/04/2014
Previous inspection date	02/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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**

- Children's learning and development is good and teaching techniques are generally effective. Staff utilise different spaces within the nursery effectively to provide children with varied learning environments both indoors and outdoors.
- Staff manage children's behaviour well. They use a range of positive reinforcement and practical methods to enable children to understand concepts, such as sharing and taking turns.
- Staff have effective strategies in place concerning security and safeguarding children, which is of paramount importance.
- Partnerships with parents and external agencies are a key strength and highly effective in making sure that appropriate interventions are secured and all children receive the support they need.

### **It is not yet outstanding because**

- Although the nursery has a good range of books, staff do not always promote these resources fully to enhance children's early literacy skills and encourage them to be interested in looking at books.
- On occasions, not all staff accurately record observations and identify children's next steps to ensure the quality of teaching is always of the highest standard.

## 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's activities in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector carried out a joint observation with the manager and discussed self-evaluation procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback questionnaires.

## Inspector

Amanda Forrest

## Full report

### Information about the setting

Kaleidoscope Day Nursery Limited (Gildersome) was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises in the Gildersome area of Leeds. It operates from two playrooms and there is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including one with Early Years Professional status. There are currently 140 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. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm and children attend for a variety of sessions.

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

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

- encourage children's emerging literacy skills further by providing a good selection of fiction and non-fiction books, which also reflect the wider world
- enrich the quality of teaching to ensure it is consistently of a very high standard and inspirational, for example, by ensuring the accuracy and use of observation is consistent for all children and that all practitioners clearly identify children's learning and development so all parents consistently receive accurate information about their child.

### Inspection judgements

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

Children's learning and development is promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is consistently good through the mainly knowledgeable and experienced staff who have a sound understanding of how to promote children's learning and development through the prime and specific areas of learning. Children have great fun in the well-resourced indoor and outdoor environments. The majority of staff consistently use effective teaching strategies to support children's good learning, which prepares them well for starting school. For example, staff plan interesting, hands-on learning experiences, which not only follow children's interests but also build on their prior skills and knowledge. This is because records of children's achievements and the use of observational assessments are used to identify and plan for individual children's next steps for learning. However, some of the newly qualified staff do not always make accurate use of development stages and

plan purposeful next steps to fully support the highest levels of teaching. Parents are also involved in assessment and planning processes enabling them to be part of their child's ongoing learning and development. Children's progress files are regularly shared with them, which provide detailed information on each child's progress. Parents are encouraged to contribute to this process by sharing information relating to their child's interests and achievements from home. The manager and the deputy manager are effective role models and they continually model good practice and support the team in providing good quality learning opportunities for the children. This results in children benefiting from good learning experiences throughout the nursery. Individual educational plans are in place to support children with special educational needs and/or disabilities and narrow any gaps in learning and close links with outside agencies further support their development.

Babies are well supported in their play. Indoors and outdoors, they have designated areas where they enjoy playing with a developmentally appropriate range of toys and resources. A good selection of natural resources are provided that allow young children to learn through their senses and explore objects using their hands and mouths. Motivated and enthusiastic staff in the nursery create a welcoming and nurturing environment, as a result, children enjoy their time in the nursery and they are supported to make good progress towards the early learning goals. The children relate well to their playmates and the staff. Children confidently try the activities on offer. For example, babies are involved in exploring shaving foam and paints; staff provide each child with time and support to explore and experiment. As a result, babies are actively engaged and have opportunities to explore texture and malleable materials. They enjoy free play as they move between the resources and activities with staff support to enhance their learning and development. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know really well. The key person works with children in small groups, singing familiar rhymes to them as they sit together on the floor. Children join in with pleasure as they make noises as part of the rhymes and are asked to predict what will happen next. Babies pick up books and babble as they turn a page, which supports early literacy development. Babies become aware of technology as they push buttons on toys to activate sound and light. This high emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as moving rooms.

The older children also have access to a wide range of activities and experiences both indoors and outdoors, which promote all areas of learning. During outside play, children manoeuvre bikes around obstacles and develop their ball and coordination skills, during physical activities. Children have fun in the planting area and they dig and explore in the soil and hay, as well as discussing a previous activity of planting carrots. Staff skilfully introduce positional language like 'over' and 'under' and constantly support mathematical development through counting during daily routines. Children also count and learn about shape and space as they construct with the wooden blocks and paint using two-dimensional shapes. This effectively promotes children's creative and critical thinking. Inside, children also develop their exploration and investigation skills when touching and feeling the texture of dough and baking scones. Older children are focused on making marks in the dough and using the resources to make ice-creams. Staff appropriately engage children in a discussion and ask lots of questions; this sensitive engagement

ensures that children are allowed the time and space to become active learners and guide their own play. Children with English as an additional language are supported and displays are colourful and have images of children and languages from around the world, promoting inclusion and the diversity of society. Children continually remain actively engaged and focused in their play, which effectively supports their good learning. Older children have access to book boxes, which contain a good selection of story books. However, staff occasionally do not fully enhance early literacy skills by providing a wider selection of books and time to read stories together. Children paint, write their names to label their work and freely chalk, draw and colour with pencils and pens on paper. Outdoors, children make marks with water and brushes and rollers on the garden wall. Older children also have access to a computer and interactive board where they practise numbers and phase one phonic work. All these experiences effectively promote children's early writing skills, their creativity and provide them with the key skills for future learning, such as school. Older children learn about nature and their community as they visit places, such as the park and an aquarium. Children are interested and keen learners.

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

Staff know the children and their families well and effectively support each child's personal, social and emotional needs. They develop secure emotional attachments, which enables children to leave their parents confidently as they enter the nursery. Effective support continues as children move to the next room due to well-organised transitions. The new key person receives an up-to-date summary of the child's interests and stage of learning from the previous key person, to support continuity of care and emotional well-being. Similarly, children are emotionally well prepared by staff to move on to school. Staff invite teachers to visit the nursery and request visits to the schools to which children are moving, in order to support children in readiness for their transition.

Staff organise space and resources to create a stimulating nursery in which children develop strong self-help skills. For example, children access a wide range of resources and easily help themselves to toys, and help themselves to drinks of water when thirsty. Children become confident in their ability to do things for themselves and develop high levels of self-esteem. Children serve themselves vegetables to accompany their lunch and pour their own water from a jug. Children develop a good understanding of healthy lifestyles as they enjoy experiences based around the teaching of health and the benefits of physical exercise. Children learn how food is grown as they plant, tend, pick and eat foods, such as potatoes and carrots. The nursery cook works closely with the nursery and is incorporated into the planning process, baking scones and courgette cakes with the children for desserts at meal times. This supports all adults working in the nursery to provide high quality and purposeful experiences. Children learn about the care of teeth and follow a tooth brushing routine after meals.

Daily routines for hand washing before meals and after playing outdoors are securely embedded and undertaken independently by older children. Children know why they need to wash their hands and do this after coughing and sneezing. Staff are fully aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Babies are supported to feed

themselves at lunchtime. During lunch, children discuss the health benefits of foods as they talk about food giving you energy. Children gain an understanding of the need for physical exercise as part of a healthy lifestyle. Babies are encouraged to crawl and explore their surroundings to learn about the world. Children exercise and develop good coordination as they move in different ways and join in action songs at daily sessions. Older children rapidly improve in physical ability and confidence as they use a range of outdoor equipment. They successfully extend their physical capabilities as they manoeuvre obstacles with wheeled toys and climb on a wooden structure. Children confidently approach visitors and involve them in their play, which demonstrates they feel safe and self-assured. Staff use stories and photographs to help young children learn about a range of different emotions. Photographs of children playing in the nursery and their artwork are displayed at a low level, providing children with a strong sense of belonging. Children learn about fire safety and 'stranger danger' when the fire officers and police visit the nursery. Children carry out risk assessments of the outdoor area before each session and complete a checklist to ensure the gates are locked and water has not collected on toys. These measures support children to manage risks and develop an awareness of personal safety. Staffs' calm and polite manner sets a good example to children. Children behave well and are beginning to display polite, courteous behaviour. Children learn to care for and consider the needs of others through raising money for local charitable events.

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

Children are safeguarded through the implementation of robust practices and procedures which underpin the good practice and are reviewed regularly. The management team operate clear recruitment, vetting and induction procedures to ensure the suitability of all staff working with the children and regularly review staffs' continued suitability. Staff are highly aware of their responsibilities in protecting the children within their care and receive regular safeguarding training from the manager to ensure their knowledge is maintained. Children's health and safety is maintained as they play in a clean, well-maintained secure setting. Staff implement clear health and hygiene routines to minimise the risk of cross-infection. The manager and experienced staff in each room ensure adult-to-child ratios are always met and staff are well deployed, resulting in children being constantly supervised by qualified staff. Risk assessments are conducted on all areas children use, both indoors and outdoors, to ensure potential hazards are identified and minimised. Good procedures are in place for administering medication and dealing with any accidents or incidents. The manager and senior staff at the setting address any concerns or complaints brought to their attention appropriately and they conduct thorough investigations into all issues raised.

The setting is managed well; the management team oversees the staff team to ensure all the learning and development requirements are met. They monitor the planning and delivery of the educational programmes. However, there are a few inconsistencies in the accuracy of observation and identification of children's next steps to ensure the quality of teaching is always of an exceptionally high standard. The management team continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the setting's practices and procedures. Everyone contributes

to this process and this provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement. The provider's action plans detail the improvements they have made since the last inspection, which have enhanced children's care and learning in different areas. The action plan is something that is continually added to, providing everyone with clear focus as they work together to drive and secure continuous improvements. Staff supervision is well embedded and appraisals are regular processes in the nursery, which are used to identify strengths and improve practice.

Partnership working with parents, carers, other providers and agencies is very strong. This supports the inclusion of all children. The setting actively works with parents and outside agencies, sharing and exchanging information to ensure children's specific health care needs are met and to ensure support is provided for any children with special educational needs and/or disabilities. This ensures children do not fall behind in their development. Parents receive clear information on the setting and their children's daily care routines and progress. Information is constantly exchanged verbally, through noticeboard displays, newsletters and e-mails. Parents' views are sought through questionnaires, surveys and open evenings. Information gained is much valued, used and taken into account within the self-evaluation process. Parents confirm they are happy with the nursery. They comment about the dedication of the staff, including their commitment to their role and understanding of each child's development, needs and interests.

### **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	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

<b>Unique reference number</b>	EY251234
<b>Local authority</b>	Leeds
<b>Inspection number</b>	966617
<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>	48
<b>Number of children on roll</b>	140
<b>Name of provider</b>	Kaleidoscope Day Nurseries Ltd
<b>Date of previous inspection</b>	02/09/2011
<b>Telephone number</b>	0113 3075093

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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