

Kaleidoscope Kids Club

Damers First School, Damers Road, Dorchester, Dorset, DT1 2LB

Inspection date

12/12/2014

Previous inspection date

29/01/2009

The quality and standards of the early years provision

This inspection:

3

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 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 requires improvement

- Staff maintain clear and consistent boundaries, which effectively encourage children's good behaviour.
- Staff plan a wide range of creative activities, which promote children's interest in art and design.
- Staff establish clear routines, which encourage children's independence and self-care skills.
- Staff complete safeguarding training, which helps them to promote children's welfare.

It is not yet good because

- The provider has not notified Ofsted of a change in committee members as required.
- Required records are not always made available for inspection.
- Management has not fully established systems to monitor the effectiveness of induction procedures for all staff.
- Staff do not always maximise opportunities to build on children's understanding of problem solving.

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 play and interactions with staff.
- The inspector sampled documentation, such as the operational policies and procedures and regulatory records.
- The inspector took into account the views of parents spoken with at the visit.
- The inspector discussed the activities planned to engage children's interest and play with the deputy manager.
- The inspector started to undertake a joint observation with the deputy manager, although this observation was not fully completed.

Inspector

Mary Daniel

Full report

Information about the setting

Kaleidoscope Kids Club registered in September 2001. This committee run club operates from a self-contained unit within the Damers First School, which is situated in Dorchester, Dorset. Children have use of a main play room, kitchen and toilet facilities. They also have use of the school hall, reception classroom and additional classrooms as required. There is an enclosed outdoor play area available. There is disabled access for both adults and children. Kaleidoscope Kids Club is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The club provides out of school care, Monday to Friday, term-time only from 8am to 8.40am and 3.15pm to 6pm. A summer holiday playscheme also operates each weekday, from 8am to 6pm, during the school holidays depending on demand. The club provides support for children with special educational needs and/or disabilities. There are currently 65 children on roll, 12 of whom are in the early years age range. The committee of school governors, teachers and parents employ eight staff. Two hold level 3 and three hold level 2 qualifications.

What the setting needs to do to improve further

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

- ensure that all required records are easily accessible and available for inspection, with particular regard to staff records
- improve the induction procedures for staff to ensure their full understanding of all aspects of their roles and responsibilities.

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

- explore additional ways to encourage children's understanding of problem solving within everyday routines and activities.

Inspection judgements

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

Children enjoy their time at their kids club. They interact happily with their friends and chat easily together about their day at school. Staff plan team and circle games that encourage children to negotiate and take turns with their friends. For example, they manipulate a parachute together as they move a ball across it or their friends run underneath it. Younger children choose their older friends to join them for their team games. This effectively promotes children's personal, social and emotional development.

Staff provide a comfortable reading area where children can relax to look at their favourite books. Staff read a popular story to children and they listen attentively and respond to the questions asked. Consequently, children's interest and enjoyment of books is effectively encouraged.

Staff actively involve children in the planning process as they ask for their ideas of activities they would like. This means staff plan play experiences that clearly build on children's interests. Therefore, staff effectively encourage children's participation in play. Staff link the meaningful activities they plan to themes, such as Christmas. For example, staff provided material for children to decorate an envelope with a reindeer face and antlers. Staff helped children fill their envelopes with ingredients they thought reindeer might like. For instance, they made some reindeer oats, anti-gravity seeds and magic powder. This actively encouraged children's imagination and enjoyment of traditional celebrations. In addition, staff help children count out each spoonful of ingredients that they need. This effectively encourages children's understanding of mathematical concepts, such as amount and number. Staff also encourage children to make sure the correct numbers of children are in each group when moving between classrooms. Children work out how to fit the shapes and parts of a snowman together. This actively promotes children's mathematical development by problem solving. At times, staff limit the numbers of children playing in certain areas of the rooms so they have space to play comfortably. However, staff do not always maximise opportunities to help children use numbers for a purpose in these areas. For example, to help children independently work out how many children can safely play there at any one time.

Children became absorbed as they cut out the hat, scarf and face shape of a snowman. They used colouring pens, paper and glue sticks to design their snowmen. Children concentrated very well as they coloured the different shapes and fitted them together to make their own design. Some children drew a brightly decorated Christmas tree at the side of their picture. This actively encouraged children's creativity in art and design. Children readily talked with their friends about their ideas, which generated lots of discussion. Staff effectively engaged children's interest as they asked them about their pictures. This actively promotes positive communication as staff encouraged children to express their ideas and thoughts. Parents comment that their children are very happy at the club and enjoy the variety of activities provided. Staff ask parents about their child's likes, dislikes and preferences. Staff also liaise with children's teachers from school about their development. This effectively helps staff plan activities that enable children to work towards their future skills of learning. For example, staff provided different craft activities to help children improve their control of scissors. This helped children gain confidence with their cutting skills. This positive liaison promotes a continuous approach to children's learning.

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

Staff provide a welcoming, friendly environment and interact positively with the children. Staff keep clear, consistent boundaries for children, which helps them feel secure. Children are very polite and well behaved. They naturally said 'Excuse me', when wanting to speak

with a staff member. Older children provide a positive role model as they act as a buddy for the younger children. This helps children learn to respect and show concern for the needs of others. For instance, older children were quick to give reassurance when a younger child became upset. This helps children form positive friendships and play cooperatively together. As a result, children develop positive attitudes that help them confidently approach their next stage of learning. Staff organise visits from a policeman and a lifeguard who talk to children about safety issues. This helps to raise children's awareness of possible dangers. In addition, staff practise fire drills with children. However, new staff are not always fully supported during their induction in following these procedures through with children in practice. This compromises aspects of children's safety. However, children do practise fire drills regularly through their school day, which minimises any potential risk.

Staff provide a range of activities to support children's physical health. For example, they have fun running round chasing each other in the circle games they play in the school hall. They also enjoy bouncing on the space hopper toys or trying to walk on the balancing stilts. This provides positive opportunities for children to use up their energy and develop their balance and coordination skills. Staff teach children about foods that are good for them through the provision of varied and healthy snacks. For instance, children enjoy wraps, pieces of malt loaf and a variety of fruit. This effectively helps children develop positive attitudes to eating well. Staff encourage children to use tissues to wipe their noses and dispose of the tissue in the dustbin. This promotes children's self-care skills and helps them to learn appropriate hygiene practices. Staff keep the play areas clean and organise space suitably overall to enable children to move around easily. Children independently access a variety of age-appropriate toys and resources. This actively encourages their free choice of play.

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

Staff show a clear awareness of child protection issues and they complete safeguarding training. They understand the procedures to follow should a concern arise about a child's well-being. This helps to protect children's welfare. The club is generally well organised and the provider keeps required policies and procedures in order overall. For example, accident records are clearly detailed and parents are asked to sign against any entry for their child. This promotes continuity in children's care. However, the provider has failed to keep Ofsted notified of changes to the committee members. It is a requirement to do so. Ofsted does not intend to take action on this occasion. In addition, staff records were not available for this inspection. This is a breach of requirements of the Early Years Register and the compulsory part of the Childcare Register. However, the provider follows appropriate recruitment procedures and takes up references, such as the Disclosure and Barring Service check. This reduces any impact on children's well-being. Management has reviewed the induction and supervision systems and new staff shadow existing staff as they learn about daily routines. However, management does not effectively monitor staff awareness of all policies and procedures. In addition, management does not ensure new staff practise fire drills with children. This means there are sometimes inconsistencies in

staff's awareness of their roles and responsibilities. However, staff work well together and overall the sessions run smoothly, which reduces any impact on children's well-being. Staff complete daily risk assessments and identify suitable prevention procedures overall. For example, they establish clear procedures for any outings so that children are supervised well when walking along roads. This helps to minimise the risk of any accidents.

Staff have made improvements since the last inspection as they have developed some systems of evaluation. For instance, they have developed systems of sharing more information with parents. In addition, they have obtained more play equipment. This promotes positive partnerships with parents and gives more variety to children's play. Staff also evaluate activities, which helps them monitor children's participation and their overall progress. Parents comment that they are kept well informed of their child's activities. They state that staff are very friendly and approachable and their child enjoys going to the club.

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:

- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY227002
Local authority	Dorset
Inspection number	837073
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	36
Number of children on roll	65
Name of provider	Kaleidoscope Kids, Damers First School Committee
Date of previous inspection	29/01/2009
Telephone number	01305 264 924 or 07760 4 53 779

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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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