

Kaleidoscope Childcare

St. Josephs RC Primary School, Ackholt Road, Aylesham, Canterbury, Kent, CT3 3AS



Inspection date

12 March 2015

Previous inspection date

11 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are good role models and promote children's well-being and self-esteem well. Children develop strong bonds with their key person and behave well.
- Staff have a good understanding of how children learn and develop. They use this knowledge to plan exciting and challenging activities that extend children's learning. As a result, children make good progress in relation to their starting points.
- Staff extend and promote children's language skills well through activities and discussions, such as when talking together about planting and growing flowers.
- Children enjoy the garden area, which is organised very well to promote their learning. Children explore the natural world through a wide range of imaginative activities.
- Staff promote children's independence by encouraging them to try things out for themselves. Children show they feel secure and confident as they move around safely and make choices from a wide variety of challenging resources.
- The manager monitors and reviews the overall quality of children's experiences and the provision. This helps her maintain continuous improvement, such as with the garden, and ensures all staff help every child make good progress in their learning.

It is not yet outstanding because:

- Although staff provide good adult-led activities for children, they do not fully consider the different learning stages of all the children participating in them.
- The book area is cluttered and uninviting at times. As a result, children do not always fully extend their literacy skills and look at books independently.

What the setting needs to do to improve further

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

- strengthen children's literacy skills by providing an inviting area for children to access and enjoy books
- strengthen the learning aims for adult-led activities so that staff are fully prepared to maximise the learning for children of all ages.

Inspection activities

- The inspector observed activities indoors and in the outdoor area.
- The inspector spoke to children and members of staff, and held a meeting with the manager.
- The inspector sampled children's learning records and other relevant documentation, including evidence of staff suitability and qualifications.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Penny Mead-Topley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are confident and enjoy engaging in group activities. For example, children play together in the outdoor area, using pipes and logs, and develop their physical skills for running, climbing and riding bikes. Children happily explore the sensory resources and the boys play co-operatively as they engage in hero play. Staff support children's ideas well while extending their learning by discussing and encouraging them to dig and plant flowers. Children enjoy listening to stories read well by staff and have plenty of books to choose from. However, because the book area is not very inviting children rarely choose books independently. Children develop good coordination as they use scissors and glue spreaders to create pictures. Consequently, children make good progress. Staff know the children well. They regularly observe and assess their progress and plan activities to develop their learning. However, staff do not always fully consider the range of ages of the children engaged in adult-led activities. For example, during a sticking activity staff did not always adapt the activity to fully meet the needs of the youngest children. Staff work very closely with parents and other professionals to enable children to make good progress. Parents contribute to their children's learning records and staff keep them well informed. Staff identify if children have any additional needs and implement individual teaching plans to support them when required.

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

Children have lots of physical play opportunities indoors and outdoors. This contributes to promoting healthy lifestyles. Children wash their hands and pour their own drinks at snack times. Staff encourage children to put on their coats and boots independently when they go outside to play. Children are encouraged to share activities and respect each other's choices and feelings. Staff have well-established links with local schools and organise visits before children move on to school. Alongside teaching children the skills they need, staff prepare children well for the next stage of learning.

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

The manager regularly monitors and identifies staff training needs. Staff attend training to further their professional development and improve their expertise. Consequently, they have improved the quality of their teaching and outcomes for children. Staff understand their roles and responsibilities to safeguard children and keep them safe. They know what to do if they have concerns about a child in their care. Management use robust recruitment and induction procedures to ensure staff are suitable to work with children and understand their roles. Therefore, staff promote children's welfare and learning well.

Setting details

Unique reference number	EY283103
Local authority	Kent
Inspection number	833600
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	44
Name of provider	Kaleidascope Child Care Limited
Date of previous inspection	11 October 2010
Telephone number	01304 842363

Kaleidascope Childcare Nursery and Out of School registered in 2004. It operates from St Joseph's RC Primary School, in Aylesham. It is open each weekday from 8.30am to 3.00pm, term time only. There are eight members of staff, of whom two hold early years qualifications at level 4, two hold qualifications at level 3 and two hold qualifications at level 2.

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