

# Kaleidoscope Nursery

Windmill Road, Longford, Warwickshire, CV6 7BP



## Inspection date

27 July 2015

## Previous inspection date

21 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff observe and assess children's levels of achievement and plan effectively for children's individual learning so that they make good progress.
- Older children confidently use their good language skills. Younger children are supported well by staff to make progress from saying single words to beginning to form sentences.
- Staff liaise effectively with parents to ensure that they work well together to meet children's care needs and promote their learning.
- Staff are aware of their responsibilities to protect children from abuse and neglect. They assess and minimise potential risks successfully.
- Children's emotional security is given a high priority by staff. A settling-in period is agreed with parents in accordance with children's individual needs. Children are prepared well for coping with a change of key person and moving playrooms within the nursery.
- Staff support children's mathematical learning effectively and children spontaneously use mathematical language while they play.
- The provider/manager and staff demonstrate a strong commitment to reviewing the provision to identify priorities that have a positive impact on children's care and learning.

### It is not yet outstanding because:

- Staff do not always consider the level of skill some of the younger children have when offering utensils at lunchtime.
- Opportunities for babies to experience sensory play are not fully promoted. Staff do not consistently provide a wide range of different objects and materials for them to explore and investigate.

## What the setting needs to do to improve further

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

- support younger children's emerging manipulative skills more sensitively as they progress from using a single tool, such as a spoon, to using a knife and fork together
- increase opportunities for babies to explore and use a wider range of different objects and materials, enhancing their sensory development.

## Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the provider/manager and spoke to staff and children at appropriate times during the inspection.
- The inspector observed activities and evaluated the teaching methods with the provider/manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of suitability, qualifications and training of the staff.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Inspection findings

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

Children develop good skills in readiness for school. They chat happily to each other and are curious about the things around them. For example, some children pick up worms that they find in the digging area and describe how they feel to their friends who do not want to hold them. Toddlers practise their good manipulative skills as they twist and bend pipe cleaners to create different shapes. Pre-school children decide to use sticky tape and scissors to aid them in making models. They competently cut the pipe cleaners and compare the different lengths. Some children help a staff member to make a model of a bike. They talk about the number of wheels they need and say that they all must be the same size. They confer confidently on how to make a seat. Babies benefit from plenty of clear space in their playroom. They make good progress from shuffling or crawling to pulling themselves up to standing and walking. Toys are stored so that children can easily select them. In one corner of the playroom there are brightly coloured resources that babies can explore by shaking, feeling and putting in their mouths. However, most of these are plastic objects and so babies do not always have different sensory experiences.

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

Parents provide clear information on their child's needs and staff address these needs well. Children's good health is promoted effectively. They are physically active and the outdoor play area is used well to support their learning. Children keep on trying when learning a new skill, for example, while they are learning to use a hula hoop. Children behave well and their self-confidence is boosted by staff through praise for their efforts and achievements. Parents provide a packed lunch for their children during the school holidays and staff reinforce messages about healthy eating that children learn in school. Meals provided for nursery children are healthy and nutritious. Babies initially learn to feed themselves with a spoon and then progress to using a knife and fork, with the support of staff. However, staff do not take full account of young children who have not yet developed the skills to be able to use a tool in each hand successfully.

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

Children are safeguarded effectively. Recruitment and selection procedures are clear and vetting procedures for staff are thorough. Children's welfare is addressed well. The provider ensures that staff keep their child protection, first-aid and food hygiene knowledge and qualifications up to date. She regularly observes the practice of her staff, in order to discuss strengths and areas for improvement during supervision sessions. Staff are beginning to observe each other's practice so that consistency across the team and best practice for promoting children's learning is addressed effectively. The more highly qualified staff members are more confident in offering views on where practice could be improved. The provider's priority for improvement is to extend these procedures. Partnerships with parents are strong. Staff consult with parents to ensure that additional support from other professionals is obtained when a child needs it.

## Setting details

<b>Unique reference number</b>	507762
<b>Local authority</b>	Coventry
<b>Inspection number</b>	869330
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Kaleidoscope Nursery Limited
<b>Date of previous inspection</b>	21 February 2011
<b>Telephone number</b>	02476 637823

Kaleidoscope Nursery was registered in 1995. The nursery employs 13 members of childcare staff, all of whom hold early years qualifications ranging between level 2 and level 6. The nursery opens all year round from 7.45am to 5.45pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

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