

# Kaleidoscope Day Nursery Ltd



Adwalton Court, Hodgson Lane, Drighlington, BRADFORD, West Yorkshire, BD11 1BJ

<b>Inspection date</b>	20 November 2015
Previous inspection date	10 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching in the baby room is especially strong. Staff in this room are highly effective in their interactions with the youngest children and promote their learning and development extremely well.
- The nursery is well led and managed. The management team works effectively together. They provide a highly stimulating and well-organised environment that motivates children in their learning.
- Staff recognise the uniqueness of each child. The key-person system is particularly strong and supports children's emotional well-being very well.
- Partnerships with parents are strong. Parental involvement in their children's learning is encouraged and highly valued. Parents are highly appreciative of the flexible service the nursery provides.
- Staff support children with special educational needs extremely well. Clear strategies and interventions are in place to help children make good progress.

### It is not yet outstanding because:

- Staff do not always give children enough time to think about and respond to the questions they ask.
- Staff in the room for children aged from two to three years do not always provide enough opportunities for children to focus their listening and attention skills.
- Children are not consistently encouraged to manage routine self-help tasks independently.

## What the setting needs to do to improve further

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

- provide more time for children to think through their answers and respond to questions that staff ask
- focus professional development opportunities on enhancing the teaching of staff who work with children aged between two and three years, in order to strengthen the overall good teaching even further
- strengthen opportunities for children to consistently manage routine tasks independently.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, operational manager and provider. She looked at relevant documentation, including risk assessments, staff training records and evidence of the suitability of staff working in the nursery.
- The inspector discussed the self-evaluation document and how strengths and areas for improvement are identified.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a secure knowledge of what to do if they have concerns about a child's welfare. Staff carry out comprehensive risk assessments throughout the nursery. The management team responds swiftly to any safety issues that it identifies or is made aware of. This helps to ensure that children remain safe at all times. Staff deployment is good. Staff with paediatric first-aid qualifications are always on duty to deal with any accidents or injuries. Self-evaluation is robust. The manager has high expectations and is ambitious in her drive for improvement. Strong performance management systems are in place. Staff are well trained and qualified. They use their knowledge to support good outcomes for all children. The manager rigorously monitors all children's learning and works with staff to identify children who may need additional support to help them catch up in their learning.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Children have a positive attitude and are motivated in their learning. Staff support babies exceptionally well in developing their communication and language skills. For example, staff sing songs spontaneously and respond well to babies' vocalisations. Older children confidently write their own name and some make their name using other materials, including dough. Children enjoy a wide range of physical activities both indoors and outdoors that helps to develop their body strength and control. Staff engage well with parents when children first start. They find out what children already know and can do and use this information to tailor learning experiences for them. Staff observe and accurately assess children's progress. They use their assessments to plan activities and experiences to help children move on in their learning.

### Personal development, behaviour and welfare are good

Staff meet children's individual needs through effective settling-in sessions and support as they move through nursery. Younger children benefit from personalised care and a calm environment. Children demonstrate good manners and say, 'Thank you' when someone helps them. Children are developing their understanding of the different ways they can keep themselves safe. For example, staff help children to identify any risks in the garden area and ensure it is safe for play. Children happily explore and access resources independently. Staff provide an inclusive environment. This includes gathering key words from parents in the languages spoken at home. Children are developing their understanding of healthy lifestyles. They move freely between the indoor and outdoor environment and enjoy nutritious meals that are freshly prepared by the cook. Mealtimes are sociable occasions. Staff help children to understand which foods are good for them.

### Outcomes for children are good

All children are progressing well from their starting points. Children are well-prepared emotionally for their future learning and are acquiring the key skills they need for starting school. Children's mathematical understanding is supported very well through a range of activities that helps them to recognise numbers, count and understand size and shape.

## Setting details

<b>Unique reference number</b>	EY453580
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1028750
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	118
<b>Number of children on roll</b>	211
<b>Name of provider</b>	Kaleidoscope Day Nurseries Ltd
<b>Date of previous inspection</b>	10 September 2013
<b>Telephone number</b>	01132852572

Kaleidoscope Day Nursery Ltd was registered in 2012. The nursery employs 28 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 3 and above, including three with Early Years Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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