

Kaleidoscope Out of School Childcare Facility

Browick School, 10 Browick Road, Wymondham, Norfolk, NR18 0QW



Inspection date	28 October 2016
Previous inspection date	9 April 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	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		Not applicable	

Summary of key findings for parents

This provision is good

- Since the previous inspection, a reorganised committee has worked closely with the manager and staff to make improvements to the setting. All those involved in the setting now have a clear understanding of their roles and responsibilities.
- The setting operates from a well-resourced classroom at the school that many children attend. It is comfortable and inviting. Staff diligently ensure the safety and well-being of children as they play.
- The manager and staff regularly seek the views of children and parents to help them plan and review what they provide. Staff work collaboratively to create stimulating and enjoyable activities that stem from the ideas that children contribute.
- Children develop warm and trusting relationships with the well qualified and experienced staff team. This helps to support children's emotional well-being. Children have fun as they confidently join in with activities. Staff are good role models. Children behave well and cooperate as they play.

It is not yet outstanding because:

- Although the facility has strong links with the host school, partnerships with other schools that a smaller number of children attend are not as well established.
- Although staff achieve good standards of practice, there is insufficient focus on helping them build further on their knowledge and skills in order to achieve excellence.

What the setting needs to do to improve further

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

- extend partnership working with all schools where children attend so that all children benefit from greater consistency in their care and learning experiences
- evaluate staff practice more precisely in order to pinpoint where to target further support and guidance in order to enhance their good knowledge and skills further.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as a selection of policies, procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good knowledge of the known indicators of abuse and neglect. They understand the local procedures to safeguard children. Staff are confident about what they need to do if they have concerns about the safety or well-being of a child. The committee and managers regularly seek help and advice from the local authority. This has helped them to raise and maintain standards. The committee, managers and staff regularly review existing policies and procedures in order to strengthen them and to ensure that they comply with new and existing legislation. The managers and all staff now have regular supervision meetings. The management team implements appropriate recruitment procedures to ensure that they select suitable people to work with the children. New staff have an induction period, during which they learn how the facility operates and about the policies and procedures. They spend time getting to know the children.

Quality of teaching, learning and assessment is good

Children have good opportunities to practise their physical skills. For example, they stir, pour and manipulate ingredients as they make their own salt dough. Children freely select from the broad range of toys and resources available. They choose which activities they would like to join in with. For example, when they first arrive, they play and chat together for a long period in a cosy, dark den. Afterwards, some children choose independently to build a large train track. Staff enhance children's enjoyment as they take opportunities to join in with their play. Children talk freely about their own experiences. Staff encourage them to recall what they did on a science-related outing earlier in the week. Staff set children challenges to develop their thinking and understanding. For example, they encourage children to predict what may happen in an experiment with colourful sweets and water. Children's concentration develops as they closely observe what happens. They comment freely on the rainbow effect that the experiment creates. Staff model clear language well, helping children to learn how to pronounce words correctly.

Personal development, behaviour and welfare are good

Children have use of a designated outdoor area and the school field and playground for outdoor play. This gives them regular opportunities for fresh air and exercise and helps to promote their health and well-being. Staff conduct robust risk assessments and daily checks of the indoor and outdoor environment. This helps to keep children safe. When children first attend, their key person asks them about their interests and needs. This helps staff to get to know children well. They give children emotional support, helping them to feel secure and at ease. Staff encourage children to recognise kind behaviour and to say thank you for the help they receive from each other. Children show good levels of independence. They confidently wash their hands and serve their own drinks. Children contribute to maintaining a tidy environment. For example, they remember to put their waste into the bin without staff needing to remind them. Parents observe that their children are happy to attend the facility. Staff build strong relationships with parents. They find out relevant information about children's needs and home lives from them when they first begin. This helps staff to know how to support children effectively.

Setting details

Unique reference number	257904
Local authority	Norfolk
Inspection number	1058081
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 10
Total number of places	30
Number of children on roll	99
Name of registered person	Kaleidoscope Out of School Childcare Facility, Committee
Registered person unique reference number	RP904577
Date of previous inspection	9 April 2015
Telephone number	07884 187 967

Kaleidoscope Out of School Childcare Facility was registered in 2001. The setting employs six members of childcare staff. Of these, four hold appropriate qualifications at level 2 or above. The setting opens from Monday to Friday all year round, except for bank holidays, one week of the summer holidays and a week at Christmas. Sessions are from 7.45am to 8.50am and from 3pm to 6pm during term time, except for staff training days. The setting also opens from 8am to 6pm during school holidays.

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