

# Kaleidoscope Acomb

Westfield School, Askham Lane Acomb, York, YO24 3HP



## Inspection date

12 December 2016

Previous inspection date

30 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- There are inconsistencies in the quality of teaching. Staff working with babies do not focus well enough on supporting them to develop key communication, language and personal skills.
- Systems to train, support and guide staff are not fully embedded and have failed to raise the quality of teaching sufficiently. Consequently, some staff are less effectively equipped with the skills to stretch, challenge and guide babies in their learning.
- Staff lack understanding of how to manage children's behaviour. Consequently, they do not provide children with clear guidance about what is expected of them.
- Information exchanged with some other settings that children attend is not detailed enough to enable staff to fully complement children's learning.

### It has the following strengths

- Children develop strong bonds with staff through the effectively implemented key-person system. Settling-in arrangements are carefully planned to support children to feel safe and secure.
- Partnerships with parents are strong. Staff communicate with them in a variety of ways and support children's learning, both in the setting and at home. Parents provide complimentary feedback and say that staff are supportive and genuinely care for children.
- Children are independent. They move freely around the well-planned playrooms and confidently make decisions about their play.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that staff working with babies are equipped with the skills to promote their communication, language and personal skills</li> </ul>	30/12/2016
<ul style="list-style-type: none"> <li>■ improve the supervision of staff and ensure that all staff receive support, coaching and training, in order to develop their interactions with children</li> </ul>	30/12/2016
<ul style="list-style-type: none"> <li>■ make sure that staff deal with behaviour in appropriate ways and provide clear messages about what is expected of children.</li> </ul>	30/12/2016

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

- gather more detailed information about what children are learning in other settings that complements their learning.

### Inspection activities

- The inspector observed the quality of teaching in all playrooms and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the assistant manager.
- The inspector held a meeting with the management team and provider to discuss the setting's evaluation procedures and improvement plan.
- The inspector looked at evidence of the suitability of staff and a sample of policies and procedures and discussed children's assessments.
- The inspector spoke to parents, staff and children during the inspection and considered their views.

**Inspector**  
Susie Prince

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider and senior management team have identified some weaknesses in teaching through their own evaluations of practice. They have begun to implement enhanced programmes of supervision and training to help staff improve their teaching skills. However, these systems are not yet fully embedded and have failed to raise the quality of teaching to a good standard. The highly qualified and experienced managers are working hard to steadily improve practice. They gather feedback from staff, children and parents to support them to plan relevant developments. The arrangements for safeguarding are effective. Recruitment procedures are stringent and ensure that staff are fully checked and vetted. Staff have completed an intensive programme of child protection training since the last inspection. They know how to identify and respond to signs of abuse and neglect. Staff have developed good links with feeder schools. However, they do not share enough ongoing information with other settings that children attend. This means they cannot fully complement children's learning elsewhere.

### **Quality of teaching, learning and assessment requires improvement**

Systems to better observe and assess children's progress have recently been developed. However, teaching is variable. Staff working with babies do not effectively use suitable methods to support them to develop language and communication skills. Their interactions during outdoor play are weak. Consequently, babies do not receive the support they need to explore and develop self-confidence. Nevertheless, some teaching is effective. Children enjoy playing with dough and create models. They handle a variety of one-handed tools with control and confidently manipulate the dough to achieve a planned effect. Staff support them to identify written numerals and shapes. Children excitedly chase staff outdoors and enjoy playing hide and seek.

### **Personal development, behaviour and welfare require improvement**

On occasions, children's behaviour is not managed effectively. For example, staff do not help children to understand how their actions impact on others. Furthermore, they do not encourage children to put items away when they have finished with them. Consequently, children coming in from outdoors discard their coats on the floor, which creates a disorderly environment. Nevertheless, children are self-assured and have good relationships with staff. They enjoy unrestricted access to outdoors, are provided with healthy foods and follow good hygiene routines. This supports children's good health and physical well-being.

### **Outcomes for children require improvement**

All children are, generally, working at expected levels. However, babies do not make the progress they should because teaching is weak. Overall, children are acquiring some key skills in readiness for school. For example, older children are independent and self-assured. They ask questions to acquire new knowledge. Babies are supported to pull themselves up to stand and reach physical milestones. Children who speak English as an additional language receive good levels of support.

## Setting details

<b>Unique reference number</b>	EY221643
<b>Local authority</b>	York
<b>Inspection number</b>	1073131
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	112
<b>Number of children on roll</b>	160
<b>Name of registered person</b>	Kaleidoscope Day Nurseries Limited
<b>Registered person unique reference number</b>	RP907102
<b>Date of previous inspection</b>	30 August 2016
<b>Telephone number</b>	01904 784 675

Kaleidoscope Acomb was registered in 2003 and is based on the site of Westfield School in York. The setting employs 26 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. They support children who speak English as an additional language.

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