

Kaleidoscope Acomb

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



Inspection date

27 June 2017

Previous inspection date

12 December 2016

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

Summary of key findings for parents

This provision is inadequate

- The provider has not notified Ofsted within the required time frame that there has been a change of nursery manager.
- Although leaders have taken some action to address weaknesses highlighted at the last inspection, changes are not being made quickly enough to improve outcomes for all children. Evaluation of practice is not effective, which means other areas for improvement are not identified and addressed.
- Insufficient monitoring of children's progress and educational programmes means not all individual children and groups of children who have identified needs are targeted. Planning is not effective to provide them with the best possible learning opportunities. Consequently, gaps in attainment are not narrowing quickly enough.
- Systems for engaging parents and/or carers in their child's learning and development are weak. As a result, not all parents and/or carers know what their child is learning or how they can support their children's learning at home.

It has the following strengths

- Children settle easily. Babies are comforted by caring and attentive staff. They take pleasure in looking through books that show photographs of their family. Effective systems are in place to ensure children's emotional well-being is supported as they move through the nursery and on to school.

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:

| | Due Date |
|---|-----------------|
| ■ ensure Ofsted are notified about changes of the manager of the setting | 11/07/2017 |
| ■ develop effective systems to monitor the progress of individual children and groups of children, ensuring any gaps in learning are accurately identified and quickly addressed | 27/07/2017 |
| ■ ensure planning targets the individual needs and stage of development of each child, so that all children are given the best possible learning opportunities | 27/07/2017 |
| ■ work in partnership with parents and/or carers, to promote the learning and development of all children, making sure that parents and/or carers know what next steps are planned for their children and how they can support their children's learning at home. | 27/07/2017 |

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

- ensure systems for self-evaluation are in place that identify areas for improvement.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery managers and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider has failed to notify Ofsted that the nursery manager has changed. Leaders have taken some steps to improve the nursery since the last inspection. For instance, they have developed systems to coach and support staff in order to improve interactions with children. However, monitoring is not adequate. Areas of weakness are not identified. As a result, not enough is being done to ensure better outcomes for children. Newly introduced systems for tracking the progress children make are ineffective. Leaders do not identify specific gaps in the curriculum or areas where particular groups of children may be falling behind. Arrangements for safeguarding are effective. Leaders follow robust procedures when recruiting staff. They complete necessary checks to ensure new staff are suitable before allowing them to care for children. Staff have a good understanding of the signs that indicate a child might be at risk from harm. They know the procedures to follow if they have concerns about a child's welfare or an adult's behaviour.

Quality of teaching, learning and assessment is inadequate

Planning does not successfully target all children's individual learning needs. Additional funding is not used to improve learning and development opportunities for the most disadvantaged children. Staff do not ensure that all parents and/or carers are given information about what their children are learning or how to continue their learning at home. Nevertheless, the well-resourced indoor and outdoor environments offer opportunities for children to explore and investigate. Staff help them to make connections in their learning. For example, in their role play they act out making the carrot soup from their story. Children enjoy looking at mini-beasts. Staff question them and encourage them to share their ideas. For example, they discuss whether a snail has a home and what it might be made of. Staff encourage babies to listen to sounds, such as the noise the rain makes on their pots and pans.

Personal development, behaviour and welfare are inadequate

Weaknesses in assessment and planning mean that outcomes for children are not improving rapidly enough. However, children quickly make friends and become familiar and confident with daily routines. They learn about the importance of healthy eating and exercise. Children behave well as staff are clear about expectations. They teach them about being kind and respectful. Risk assessments are implemented effectively to keep children safe. For example, staff make sure children have a shaded area where they can play outside on hot, sunny days. They apply sun cream, monitor children's well-being and check that children are drinking regularly.

Outcomes for children are inadequate

Children are not supported well enough to make enough progress in all areas of learning and develop the skills they need for school. Nevertheless, children initiate their own play and are confident to 'have a go' and persevere with tasks. They develop some early literacy and mathematical skills. Children have opportunities to use their home languages in their play. They become independent in personal care routines.

Setting details

| | |
|--|---|
| Unique reference number | EY221643 |
| Local authority | York |
| Inspection number | 1100862 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 112 |
| Number of children on roll | 186 |
| Name of registered person | Kaleidoscope Day Nurseries Limited |
| Registered person unique reference number | RP907102 |
| Date of previous inspection | 12 December 2016 |
| Telephone number | 01904 784 675 |

Kaleidoscope Acomb registered in 2003 and is based on the site of Westfield School in York. The nursery employs 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. The nursery 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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