

Kaleidoscope Morley

Albert Road, Morley, Leeds, West Yorkshire, LS27 8RT



Inspection date	26 January 2018
Previous inspection date	23 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 management team has effective systems in place for monitoring staff practice. They observe staff interactions and meet regularly to discuss their overall performance. This contributes to the quality of teaching being strong throughout the nursery.
- Staff have regular professional development opportunities. For example, they update their knowledge at staff meetings and enjoy attending an annual conference together. This helps to improve their skills and the quality of teaching continually.
- Children make good progress. Staff plan activities that support what children need to learn next. They put strategies into place quickly where children need support.
- Children are well behaved. Staff resolve challenging behaviour with a consistent and calm approach. This helps to promote children's emotional well-being successfully.
- Staff have created strong partnerships with others. For example, they make 'take-home' bags to help parents support children's learning at home. Staff share information with teachers when children are ready to move to school. These positive relationships help to support continuity in care and learning effectively.

It is not yet outstanding because:

- Staff do not always make the best use of group time sessions to fully engage all children to promote their listening and attention skills.
- Although the manager and staff monitor individual children's progress effectively, they do not use the information fully to monitor the progress made by groups of children, to help evaluate the effectiveness of learning overall.

What the setting needs to do to improve further

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

- refine organisation of group time sessions to help further promote children's listening and attention skills and provide extra challenge for learning where appropriate
- focus more on the progress made by different groups of children to help reduce and close any identified gaps in achievement swiftly and monitor the effectiveness of learning overall.

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 manager of the setting.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as children's assessments, planning, policies and procedures, and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views received via email and in questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The manager has reflected on the quality of the overall provision. She has worked hard to increase parental engagement; for example, sending regular questionnaires to gain their views. The staff team has created quality areas of provision, indoors and outdoors. This helps children to engage in their chosen activities for long periods. Safeguarding is effective. The manager and staff give safeguarding high priority. For example, staff decide to create evacuation bags for each room to use in the event of a fire. Staff safeguarding knowledge is strong. They are clear about what action to take if they have concerns about a child, and understand how to follow procedures and record incidents accurately.

Quality of teaching, learning and assessment is good

Staff observe children and plan activities to support their individual needs and interests well overall. For example, young children learn how to use cameras and programmable toys. This helps to improve their technological skills. Babies explore sand and water outside and make prints in paint with vegetables. Staff join in play and are enthusiastic and fun in their interactions with children. For example, they create a pretend bus using chairs and sing songs on their way to the seaside. They model actions and sounds for older children, to help promote their understanding of letters and the sounds they represent. Staff utilise opportunities to develop children's mathematical skills well. For example, they identify numerals on spoons and count the dots to check their answers. Staff keep parents well informed about their child's progress, including via an online app and daily discussions.

Personal development, behaviour and welfare are good

Staff give children clear messages about the importance of physical exercise. For example, they take part in yoga sessions where they learn how to hold different positions and practise their breathing techniques. They spend lots of time outdoors and have regular dancing and movement sessions. Staff promote children's independence well. They enjoy serving their own meals and learn how to put their coats and shoes on. Staff sensitively support children's care routines, helping children to wipe their nose and settle to sleep calmly. They promote children's good health successfully; for example, they support individual feeding needs effectively, such as allergies.

Outcomes for children are good

Children develop close relationships with others. This helps to promote their self-esteem and confidence effectively. Children are motivated and keen to learn. They enjoy using their imagination; for example, pretending to look after 'babies'. They practise making marks in flour and explore numbers in the environment. Children who receive additional funding also make good progress. For example, they practise different mouth movements to help improve their speech. This helps children to develop key skills in readiness for school.

Setting details

Unique reference number	320603
Local authority	Leeds
Inspection number	1064105
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 - 10
Total number of places	72
Number of children on roll	101
Name of registered person	Kaleidoscope Day Nurseries Limited
Registered person unique reference number	RP907102
Date of previous inspection	23 April 2013
Telephone number	0113 2897118

Kaleidoscope Morley registered in 2000. The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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