

Kaleidoscope Childcare

Methodist Church Hall, Bartholomew Street, Dover, Kent CT16 2LH



Inspection date	13 June 2019
Previous inspection date	25 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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

- Staff are very hard-working and collaborate very closely together to meet children's needs. They are supportive and good role models for the children. Consequently, all children feel self-assured and opportunities to learn through play are plentiful.
- Relationships between parents and staff are relaxed and well established. Staff gather very useful information from parents about children's starting points, interests and routines. Parents comment on how quickly children who are new to the setting progress in their social and communication skills.
- Partnerships with other professionals and agencies are securely in place. For example, practitioners from a local children's centre and specialist teachers visit regularly. This process helps to support partnership working and continuity for children and their families effectively.
- Children develop strong physical dexterity as they use a range of toys and equipment that support their early writing skills. For example, they learn to screw nuts and bolts and enjoy threading objects skilfully. These experiences support their preparation for their eventual move to school.
- Staff stimulate children's interest through shared attention and interesting conversations. However, there are occasions when some staff ask children questions and do not give them time to think and reply.
- The premises are safe and secure. Staff teach children about safety throughout the routine. For example, children learn how to carry sharp objects safely from one place to another. However, there are times during the daily routine when some staff miss opportunities to teach children about their own well-being.
- Staff support children who are learning English as an additional language very well. For example, staff use basic words in children's home language and help children to communicate in English through carefully planned activities.

What the setting needs to do to improve further

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

- further extend children's understanding of their own well-being, such as healthy eating and hygiene, for example during mealtimes
- strengthen the approach to questioning children by providing them with enough time to process their own thoughts and ideas.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector had a tour of the setting and conducted observations throughout the day.
- The inspector sampled planning and assessment records and a range of other documents.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents to consider their views on the setting.

Inspector

Linda du Preez

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider has robust recruitment and induction procedures in place to check that staff are suitable to care for children. Staff undertake regular safeguarding training and understand their responsibilities well. Managers monitor children's progress well. The views of staff and parents are included in good plans for improvement. For example, parents influence the timing of when staff share information about their children's learning. Children share their views too and staff take action to make changes accordingly. For example, children ask for new dressing-up clothes and more threading activities, which staff provide. Managers make good use of specific funding to enable children who need additional support and opportunities to catch up in their learning. For instance, they purchase resources and arrange small-group activities to support children in developing confidence and positive communication skills.

Quality of teaching, learning and assessment is good

Children benefit from a good range of toys, equipment and activities, inside and outside. Resources, such as dolls, posters and books, reflect people from different backgrounds in a positive way. Overall, the staff team uses a highly skilled approach to supporting children as they play. They all show a genuine interest in what children are learning and encourage them positively. For instance, staff play alongside children as they pretend to make cakes. This motivates children to use their imagination and develop skills as they make skilful use of tools and resources. Staff also use this as an opportunity to introduce simple mathematical concepts, encouraging children to consider weight and capacity. The good-quality teaching motivates children to concentrate and enables them to develop valuable skills in readiness for starting school.

Personal development, behaviour and welfare are good

Staff ensure that the premises, toys and resources are clean and safe for children. Furthermore, they teach children effectively about safe play to help them make sensible decisions. Overall, staff promote children's good health, sharing information with parents, such as about healthy eating. They ensure that children wash their hands and stay hydrated. However, they occasionally miss opportunities to teach children about the purpose of good hygiene and health during mealtimes. Children benefit from fresh air and exercise as they develop physical skills balancing and playing outside.

Outcomes for children are good

Children communicate with confidence, talking with enthusiasm about the activities they like doing. For example, they chat to visitors about how they enjoy playing outside and show them the fresh strawberries they have grown. Staff support children to be independent and encourage them to try things out for themselves. Consequently, children manage to dress themselves in waterproof clothing as they prepare to play outside. Staff praise them for their achievements and respond well when they need additional support. Therefore, children feel valued and encouraged, which boosts their self-esteem. Children are confident, friendly and well behaved. They share toys, listen to one another's ideas and develop valuable social skills in readiness for starting school.

Setting details

Unique reference number	EY312272
Local authority	Kent
Inspection number	10108610
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	37
Name of registered person	Kaleidoscope Child Care Limited
Registered person unique reference number	RP524142
Date of previous inspection	25 June 2015
Telephone number	01304 219509

Kaleidoscope Childcare registered in 2005 and is one of two settings run by Kaleidoscope Childcare Limited. It operates from the Methodist Church Hall in Dover, Kent. The group opens each weekday, from 9am until 3pm, term time only. There are six members of staff and all have relevant childcare qualifications. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

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