

Inspection of Kaleidoscope

St Andrews C of E Primary School, Park Lane, Shifnal, Shropshire TF11 9HD

Inspection date: 7 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure. They form close bonds with the staff, who are friendly and nurturing. There is an exciting buzz of learning at the nursery and children are well motivated to play. Staff plan a range of interesting activities that captivate children's imaginations. Children particularly enjoy exploring their understanding of the fire service and fire safety through meaningful play opportunities. They learn how to seek help in an emergency and about dialling '999'. They develop exciting rescue stories through role play and recreate dramatic scenes relating to fire. For example, children use construction equipment to build stairs to save toy characters trapped in a doll's house. Children develop their understanding of the world. Babies explore photographs of their families. Older children learn about the local and wider community, and about the different languages that people speak. Children gain good social skills and staff are positive role models. Older pre-school children play together harmoniously. Younger children happily involve friends and adults in their play. They learn how to show friendly behaviour and about sharing and taking turns. Children gain a secure foundation for their future learning and school. They achieve good levels of independence and learn to manage their personal needs. Two-year-old children thrive on the positive reinforcement staff provide them to celebrate their achievements relating to toileting.

What does the early years setting do well and what does it need to do better?

- Leadership and management are strong. Leaders are ambitious and have high expectations across the provision. They work closely with the well-qualified staff team to provide good-quality care and learning experiences for all children. Leaders invest well in their staff and take positive steps to ensure that workload is manageable, to encourage the well-being of staff. They support the ongoing professional development of staff effectively and provide a range of useful opportunities to help them to extend their already good personal effectiveness. This has a positive impact on children's experiences at the nursery. Recent training has helped staff to focus on the curriculum they provide for each child, to meet their individual needs well.
- Leaders monitor the quality of teaching and learning effectively. For example, they are currently looking at how they can help staff to further raise the achievements of children in their communication and language. However, monitoring has not been rigorous enough to identify where children's learning experiences can be extended even further, to challenge their critical thinking and help them to achieve even more.
- Leaders and staff have developed successful partnerships with parents. Staff engage parents well in children's learning, and regularly exchange information about their achievements at home and in the nursery. Leaders have

implemented a range of effective strategies to support children's continued learning at home. However, some staff do not use information gained from discussions with parents about children's starting points as well as possible, to maximise their learning from the outset.

- Leaders and staff liaise well with other professionals involved in children's care and development. They work closely with them to implement targeted support for children with special educational needs and/or disabilities (SEND). Leaders make good use of additional funding to ensure that it benefits children.
- Staff make good use of their observations of children and their assessment information to identify the next steps for learning. They plan well for children's individual needs and take account of their interests. All children, including those with SEND, make good progress.
- Staff support children's physical development skilfully. They recognise how to help children develop the small-muscle movements in their hands to help them with writing. Pre-school children eagerly use pipettes and water to extinguish a pretend fire. They learn how to use scissors safely. Staff also provide children with good opportunities to be physically active and use their large-muscle movements.
- Staff help children to gain confidence in their communication and language, and early literacy. Younger children eagerly use props to act out songs and rhymes. All children enjoy listening to staff read books and confidently explore these for themselves. They practise their writing and learn that marks communicate meaning. For example, children write shopping lists during their shop role play.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of safeguarding matters. They know how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. The provider follows robust recruitment and vetting procedures to ensure the suitability of staff. Staff know what to do should they have concerns about the conduct of a colleague. Staff prioritise children's safety and supervise them well as they play. They make careful risk assessments to eliminate and minimise any hazards to children. They follow effective procedures to accurately log details relating to children's accidents.

What does the setting need to do to improve?

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

- use information gained from discussions with parents about children's starting points precisely, to obtain the most comprehensive knowledge about each child and maximise their learning from the outset
- monitor the quality of teaching and learning even more rigorously to help staff

to further extend their practice and provide children with greater opportunities to challenge their thinking.

Setting details

Unique reference number	EY267474
Local authority	Shropshire
Inspection number	10115830
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 10
Total number of places	79
Number of children on roll	144
Name of registered person	Kaleidoscope Childcare Limited
Registered person unique reference number	RP535270
Telephone number	01952 463259
Date of previous inspection	1 December 2015

Information about this early years setting

Kaleidoscope registered in 2004. The nursery employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 to level 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector and manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with staff and parents, and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.
- The inspector, provider and manager held a meeting.

We carried out this inspection 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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