

Inspection of Kaleidascope Childcare

St. Josephs RC Primary School, Ackholt Road, Aylesham, Canterbury, Kent CT3 3AS

Inspection date:

21 September 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Staff work hard to provide a tranquil and welcoming environment. This helps children to feel immediately relaxed as they enter the nursery and develop strong relationships with staff. Children are provided with exciting learning that is well planned and builds on what children already know and can do. Children eagerly explore throughout the day and have exposure to well-modelled language. Staff talk to children about what they are doing, such as making 'birthday cakes' in the sandpit. This helps children understand new language associated with celebrations, as they add sticks for 'candles' and share their personal experiences.

Children investigate the smell of lavender picked from the garden. They snip pieces off and add them to their mud kitchen creations, helping to build strength in the muscles in their hands. Children take it in turns to climb up the climbing holds and slide down the high slide into bark chippings. They experience risk and challenge which enable them to make decisions about their own spatial awareness and control. All staff are highly responsive to children's needs. For example, they offer reassurance, encouraging smiles and cuddles when needed. Children are happy, self-assured and continually interact with each other and the staff.

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

- Staff are skilful in setting up the environment, and they provide appealing resources for the children. Children are inspired by the environment. All children display high levels of motivation and engagement. For example, children explore with awe and wonder as they mix paint with bath foam. They make marks with different textures on reflective surfaces such as tin foil. Children are becoming curious, competent learners.
- Group times are instigated by children, and they enjoy making choices about which story or song they will share. However, at times, staff do not make the best use of these sessions to implement specific learning outcomes. The activities do not consider the children's age or stage of development. As a result, some children lose focus and become disinterested.
- Staff use mealtimes to support children's self-help and independence skills. Children concentrate as they carefully pour their own water from jugs. They benefit from a balanced menu that has a variety of foods. They enjoy spooning fruit onto their plate, pouring their own cereal and spreading butter on their own toast.
- The special educational needs coordinator uses her knowledge to support children well. She regularly liaises with external agencies to coordinate targeted support and resources for children with special educational needs and/or disabilities. On occasion, staff do not recognise how they can fully support children who speak English as an additional language to express their wants and

needs.

- Staff provide children with many opportunities to gain new skills and knowledge about the world through hands-on experiences like going on local trips. Children have opportunities to practise skills such as visiting the shop. They share their experiences of what makes them similar and different and explore their natural environment as they make the journey.
- Leaders have sought guidance on the importance of an inspiring continuous provision. As a result, staff ensure the curriculum offers an extensive range of learning opportunities that keep children engaged and motivated to learn. Staff have a strong focus on providing children with exploratory experiences and those that promote imagination and creativity in play.
- Parents are happy with the communication received about their child's care. They comment that they feel reassured that staff take extra effort to learn about their children as individuals. Families are asked to provide photos of people who will be collecting children. This helps to assure safety and gives children the opportunity to talk about those who are special in their lives.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff understand that safeguarding and promoting children's welfare are everyone's responsibility. Staff receive effective training. They recognise the signs and symptoms that a child may be at risk of harm and know the correct procedure for reporting and referring concerns. The building and garden are safe and secure, enabling children to explore the indoor and outdoor spaces confidently. Staff supervise children effectively and keep a close check on their well-being. They are also adept at explaining to children the consequences of their actions and how they could potentially compromise their safety.

What does the setting need to do to improve?

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

- review the implementation of group times to maximise the learning opportunities for every child
- develop strategies that staff use to support children who speak English as an additional language to communicate their wants and needs.

Setting details

Unique reference number	EY283103
Local authority	Kent
Inspection number	10254315
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 at time of inspection	2 to 4
Total number of places	28
Number of children on roll	44
Name of registered person	Kaleidascope Child Care Limited
Registered person unique reference number	RP524142
Telephone number	01304 842363
Date of previous inspection	20 June 2018

Information about this early years setting

Kaleidascope Childcare registered in 2004. It operates from St Joseph's Roman Catholic (RC) Primary School in Aylesham, near Canterbury, in Kent. It is open Monday to Friday, from 8am to 4pm, term time only. There are seven members of staff, five of whom hold at least a level 3 in an appropriate childcare qualification. The setting receives early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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