

Inspection of Kaleidoscope Pre-school

Hampers Green, North Street, PETWORTH, West Sussex GU28 9NL

Inspection date: 6 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school happy and excited. They receive a warm welcome from the friendly and caring staff team. Children know the routines well. For instance, they remove their coats and bags, hang them on their pegs and go off to find their friends. The atmosphere in this pre-school is calm and relaxing. Children freely explore and choose which activities they engage with. For instance, they strengthen their small-muscle skills while rolling and patting play dough. Children enjoy making marks and pushing seeds into the dough to create their own 'fruit'.

Children's behaviour is good. Staff model positive behaviour and discuss strategies with children to share resources fairly. For example, they use sand timers to help children know when it is their turn to use the ride-on toys.

Children engage in a wealth of stimulating activities and learning experiences which build on their vocabulary. For example, they explore and investigate the properties of flour as they listen to the story of 'The Little Red Hen'. Children enjoy using a range of equipment to grind cereal to make their own 'flour'. Toddlers begin to repeat short phrases they hear, such as 'crunchy cereal'. Older children eagerly use new vocabulary that staff introduce them to. For example, they talk about 'yeast' and 'flour' when recalling the process of baking bread. This helps all children to develop good communication skills.

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

- The manager has a clear vision of the curriculum. Staff share this understanding and talk confidently about what they want individual children to learn. However, on occasion, staff do not consistently ensure that children's learning and play is not disrupted. For example, staff do not ensure that the environment is quiet when reading stories to encourage good listening and attention skills.
- Children show increasing ability to recall newly learned knowledge with skilful support from staff. For example, they remember the names of shapes when prompted by staff, and staff reinforce this learning by pointing out shapes in the environment throughout the session.
- Staff report high levels of well-being and enjoy being part of this supportive team. The manager completes regular supervisions with staff, where they discuss training needs, their key children and staff's well-being. Staff training is well focused to benefit children. For instance, they have attended training on how to encourage children to take appropriate risks and challenges as they play.
- Staff manage children's behaviour well. They are consistent in their approach and remind children to use 'kind hands', to take their turn and share the resources. Staff quickly intervene to avert any inappropriate behaviour, explaining to the children why certain behaviours are not acceptable and might

upset the feelings of their friends.

- Staff promote children's good health. Children spend lots of time outside in the fresh air developing their physical skills. They thoroughly enjoy negotiating space on the wheeled toys and searching for one another during a game of hide and seek.
- Staff provide children with many opportunities to develop their independence skills. For instance, children find their name cards during group times and self-serve their snacks. Children skilfully use tongs to serve their fruit and confidently pour their own drink. These tasks help them to develop perseverance and life skills.
- Children with special educational needs and/or disabilities (SEND) receive good levels of care. Staff complete timely referrals and engage with a range of other professionals. Additional funding is used appropriately and has a notable impact on children. For example, additional funding has been used to purchase sensory resources to support children's learning and encourage their engagement and exploration. This means that all children, including those with SEND, make good progress in their early education.
- Partnerships with parents are very strong. Parents comment that communication is thorough, and they feel well informed. They comment that the pre-school is 'simply amazing' and that their children are 'thriving'.
- Staff use a story about a colour monster to help children to talk about their emotions. They display photographs which show what children's faces look like when they are feeling happy, sad or angry. This helps to support children's emotional well-being.
- Children learn about the community in which they live. For instance, they enjoy walking to the local National Trust park and playgrounds. Staff support children to learn about different cultural backgrounds. These activities help children to develop a respectful attitude as they learn about what makes them unique.

Safeguarding

The arrangements for safeguarding are effective.

All staff are knowledgeable about child protection matters and understand how to keep children safe. They understand how to identify the signs of abuse and what to do if they have concerns about a child's welfare. All staff and committee members have had refresher training to ensure they fully understand their roles and responsibilities. There are clear recruitment procedures in place to ensure that all staff working with children are suitable, and processes in place to ensure staff's ongoing suitability. Daily safety checks are made to ensure a safe environment for children to play.

What does the setting need to do to improve?

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

- consider how noise levels have an impact on children's learning, particularly during story sessions.

Setting details

Unique reference number	113554
Local authority	West Sussex
Inspection number	10263807
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	29
Name of registered person	Kaleidoscope Pre-school Committee
Registered person unique reference number	RP907468
Telephone number	01798 343 204
Date of previous inspection	12 May 2017

Information about this early years setting

Kaleidoscope Pre-school registered in 1992 and is situated in Petworth, West Sussex. It opens Monday to Friday, from 9am to midday, with afternoon sessions available until 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs seven members of childcare staff. Of these, one holds qualified teacher status, five members of staff hold a recognised early years qualification at level 3 and one member of staff holds a level 2 qualification.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023