

Inspection of Kaleidoscope Morley

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

Inspection date: 31 July 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 are happy and show that they feel safe and secure from the moment they arrive at this setting. They develop strong personal, social and emotional skills. For example, children form positive relationships with staff, who are extremely friendly and approachable. They separate from their parents and carers with ease when they arrive. Children receive lots of praise and enjoy regular cuddles with staff. This has a positive impact on their confidence and self-esteem.

Staff are knowledgeable and passionate about providing children with quality learning experiences. They work together to plan an ambitious curriculum, which is based on children's interests. For example, children excitedly use numbers in their play to count down from five as they 'blast off' their play-dough rockets into space. This results in children becoming effective learners and contributes to their good progress.

Children's behaviour is good and the routines of the nursery are well embedded. Staff have high expectations and create a respectful culture for children. They support children to resolve conflicts and show respect for one another. For example, children take turns and share during their play. This helps children to behave well.

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

- Staff encourage children to be independent from an early age. For example, children independently use cutlery, pour their own drinks and self-serve helpings of vegetables and stew at lunchtime. Staff carefully consider the environment, enabling children to make independent choices in their play. This prepares children well for their transition on to school.
- Partnership with parents are exceptionally strong. Parents compliment staff and the care that their children receive at the setting. They say that their children have formed strong friendships and grown in confidence since starting. Staff keep parents updated about their children's achievements through conversations, photos and assessments on an online learning platform.
- Staff promote children's communication and language well. They read stories and engage children in interesting conversations to encourage them to use their voices. Children who speak English as an additional language receive tailored support. For example, staff use visual prompt cards to support children's understanding of the daily routines. As a result, all children develop good speaking skills.
- The management team is dedicated and committed. It values the staff team and prioritises their well-being. Staff have regular supervision sessions and training meetings to support their professional development. They state that they feel

valued and supported in their work and well-being.

- The management team and staff provide a stimulating and inclusive curriculum for all children. Children with special educational needs and/or disabilities receive one-to-one support from staff, who know them well and are aware of their individual needs. The special educational needs coordinator is knowledgeable and supportive. She works together with children, families and outside agencies to implement action plans to ensure that all children are fully supported.
- Staff plan group times with children as part of their daily routine. Children enjoy regular singing and taking part in activities of their choice. However, on occasion, younger toddlers are not clear of staff's expectations. For example, during story time, staff do not introduce the activity or explain their expectations, such as listening and attention. This means that some children do not engage and wander off, which distracts other children.
- Children have good opportunities to play and learn outside and thoroughly enjoy their time in the fresh air. Staff offer children opportunities in the outside space to practise a range of physical and thinking skills. For example, children develop their imaginations and become engrossed when creating magic potions with paint, glitter and water.
- Staff plan the learning environment to offer children a wealth of experiences to choose from. However, on occasion, children become distracted due to what is going on in the environment around them. For example, during story time in the younger toddler's room, staff do not always give full consideration to the noise levels. This means that children become distracted and are unable to listen and respond to staff.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of safeguarding and how to keep children safe. They attend regular safeguarding training. Staff know the signs and symptoms of abuse. They know what to do should they be concerned about the welfare of a child. The management team has a good recruitment procedure in place, and ensures that all staff have an induction and are appropriately checked as suitable to work with children. Staff are aware of how to report an allegation against a member of staff. They attend regular meetings, which helps to support their knowledge of safeguarding and ensure that it is up to date. The management team carries out regular risk assessments to minimise risks and maintain children's 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 introduction of group activities for toddlers so that they understand

the expectations of behaviour and enhance their engagement further

- consider ways to reduce the distractions during group times so that children can concentrate and their learning is maximised.

Setting details

Unique reference number	320603
Local authority	Leeds
Inspection number	10301379
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	0 to 11
Total number of places	72
Number of children on roll	170
Name of registered person	Kaleidoscope Day Nurseries Limited
Registered person unique reference number	RP907102
Telephone number	0113 2897118
Date of previous inspection	26 January 2018

Information about this early years setting

Kaleidoscope Morley registered in 2000 and is located in Leeds, West Yorkshire. The nursery employs 31 members of childcare staff. Of these, 19 staff hold appropriate early years qualifications at level 3 or above. 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.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the nursery 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 inspector completed a learning walk with the managers through all areas of the nursery used by children.
- The manager carried out a joint observation with the inspector.
- Parents shared their views through written feedback. The inspector took account of these views.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed interactions between staff and children.
- During the inspection, the inspector held a meeting with the management team. The inspector looked at relevant documentation, such as 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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