

Inspection of Kaleidoscope Gildersome

22 Finkle Lane, The Green, Gildersome, LEEDS LS27 7DX

Inspection date: 17 January 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff enhance children's early literacy and communication skills incredibly well across the nursery. They use books to develop children's speech, creativity and understanding of words and to ignite their imagination. For example, babies call out 'straw' when staff deliberately miss out a word when reading to them. They feel the texture of sand and make marks with role-play animals, such as the pretend pigs. Older children recall events from the story 'Goldilocks and The Three Bears'. They draw their answers to questions on a large piece of paper. Older children also show how they can communicate in different ways. For instance, they use words and signs to name porridge and bears as they talk with staff. The curriculum is embedded securely throughout the nursery. This is demonstrated by children's deep engagement and high levels of concentration in their play from a young age. Children consistently show what they already know, remember and can do.

Staff place a great emphasis on promoting children's emotional well-being. Where any minor disputes take place, staff remind children to use their words and make good choices. Children show how they can regulate their emotions, thoughts and behaviour to enable them to act positively toward a goal. They are incredibly happy and safe because caring staff build strong relationships with them and pay close attention to their individual needs.

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

- Older children scoop porridge into pots. They show their understanding of mathematical language as they weigh and compare amounts. Older children recognise words hidden in the porridge, such as 'lumpy' and 'just right'. They talk about their own experiences at home and explain how they eat their porridge with peanut butter and cinnamon. Staff use the daily story very well to connect and enhance children's learning.
- Staff are very aware of the continued impact of COVID-19, particularly on children's behaviour, language and emotional needs. They have put a peer buddy system in place for children moving from room to room. Staff encourage children to talk about their feelings, which helps them to develop their emotional literacy. They model grammatically correct sentences and help children to develop their vocabulary. Children love joining in with their daily stories, songs and nursery rhymes.
- Older children go outside with staff to carry out the risk assessment. They identify that their friends may slip if they run in certain places due to the frost. Older children decide that they will play in the grassed area as this is a safe space. Staff allow children to solve problems and to think about what they should do when faced with risk.

- Toddlers listen and follow instructions to lay down and be sleeping bunnies. They clap their hands together as they sing the crocodile song. Toddlers show their understanding of rhythm as they choose to sing fast or slow. Staff encourage the use of bubbles to enhance toddlers' hand-eye coordination skills and to exercise their tongue and facial muscles. Toddlers show their early mathematical learning as they count confidently from one to six when asked how many bubbles they can see.
- Children on the pathway to diagnosis are supported extremely well. The management team, staff and special educational needs coordinator build close and professional relationships with teachers, other agencies and parents. Children's learning is regularly assessed, refined and revised to ensure secure outcomes in their development.
- The management team and staff are passionate about the role they play in giving children the best possible start to their educational journey. Staff show the expertise that they bring to their role. That said, they continue to attend training that supports them to improve and refine their practice. Staff say that the management team is highly considerate of their work–life balance and well-being.
- Secure procedures for recruitment, induction and staff supervisions are in place. The management team carries out regular safeguarding audits and reviews all children's records, for example accidents, incidents, existing injuries and attendance. Staff protect children's welfare incredibly well.
- Parent partnership is a strength of the nursery. Staff raise money for charities that are close to parents' hearts. They invite parents in to sample the healthy menus and to discuss their child's progress. Parents report the swift progress their children make. They write how staff provide great foundations for their child's move on to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY251234
Local authority	Leeds
Inspection number	10308136
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	1 to 4
Total number of places	48
Number of children on roll	60
Name of registered person	Kaleidoscope Day Nurseries Limited
Registered person unique reference number	RP907102
Telephone number	0113 3075093
Date of previous inspection	8 March 2018

Information about this early years setting

Kaleidoscope Gildersome registered in 2006. It is in the Gildersome area of Leeds and operates Monday to Friday, 7.30am until 6pm, all year. The nursery employs 13 members of childcare staff, of these eight hold appropriate early years qualifications at level 3, two at level 6 and two are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

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 managers and the inspector completed a learning walk together of all areas of the nursery and discussed their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the staff with the inspector.

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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