

Inspection of Kaleidoscope

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

Inspection date: 8 March 2024

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

Children arrive happily at nursery and are eager to start their day. They are greeted warmly by the kind and nurturing staff, who help them to settle in swiftly. Children become increasingly confident in the nursery, showing their sense of security. They build friendships with their peers from an early age and are keen to approach new people and ask them questions.

Staff plan and provide an exciting range of learning experiences for children. Babies delight as they explore the texture of gloop with their hands and wash ducks in water. They repeat saying the word 'clean' to embed their understanding of the meaning of words they hear. Two-year-old children become deeply engaged in creating their own 'crumble' from one of their favourite story books. They measure, mix and pour different ingredients into a bowl and observe the changes that occur. Older children develop their concentration and memory skills as they play a matching game with their peers. They support each other in trying to recall which cards might have the matching picture on them.

Staff and managers have high expectations for children to become independent. Younger children learn how to wash their own hands after having their nappy changed or before eating. Older children successfully unpack their own lunch boxes and unwrap food packaging. They know how to make appropriate choices about what food to eat first.

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

- Despite some recent changes to management, leaders and managers have a sound oversight of the quality of provision. This helps to provide consistency for children and their families. They are ambitious about the educational programmes provided to children and have a clear understanding about what they want children to know and be able to do. This supports all children to become well prepared for the next stage in their learning.
- Staff know children very well. They understand their individual interests and stages of development. Staff plan exciting activities around their interests, which supports children to become deeply engaged in their learning. Staff provide opportunities within the experiences they offer to support children achieve what they need to learn next. However, staff do not always consider how to challenge and stretch children's learning even further to enhance the progress that they make in their learning.
- Children generally behave very well. Staff consistently praise children to recognise their achievements, such as when they show good listening skills. They carefully plan opportunities for children to practise taking turns during activities. Staff are skilful in supporting children to learn how to resolve any

conflicts they may have with their peers.

- Staff prioritise supporting children's communication and language skills. They continuously talk to and listen to children. Children practise using words by singing familiar songs throughout their day. Babies communicate their choices by using gestures, which staff reinforce the meaning of by repeating words back to them. Children enjoy listening to stories and are eager to join in with phrases and sounds from books they know. This helps children to become fluent communicators.
- Staff have high regard for children's mathematical development. They take every opportunity to count with children. Staff encourage children to count objects they use during their play to further develop their understanding of numbers they hear. Older children learn about sizes and shapes as they problem solve how to fit puzzle pieces together within a template.
- Managers are passionate about providing an inclusive service. They have secure systems in place to respond to any gaps identified in children's learning. Managers know how to engage with parents and other professionals to help children get any support they may need. This means that all children, including those who have special educational needs and/or disabilities, are supported to reach their potential.
- Parents speak highly of the nursery. They say that staff and managers are friendly and approachable. Parents comment that their children love attending the nursery and have formed strong attachments with staff. Older children delight in taking resources home from the setting to share their experiences with their parents. However, systems in place for parents to build on their children's learning outside of the setting are in their infancy and do not yet fully benefit every child.
- Staff consistently state that they feel supported by managers. They receive regular opportunities for confidential discussions and well-being meetings with managers. Managers spend time observing staff's teaching and practice and provide constructive feedback to continually improve the quality of their work.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- support staff to develop their teaching skills even further so that they consistently challenge and stretch children's learning
- build on the information exchanged with parents to promote and extend

continuity in children's learning.

Setting details

Unique reference number	EY267474
Local authority	Shropshire
Inspection number	10335927
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	79
Number of children on roll	146
Name of registered person	Kaleidoscope Childcare Limited
Registered person unique reference number	RP535270
Telephone number	01952 463259
Date of previous inspection	7 October 2019

Information about this early years setting

Kaleidoscope registered in 2004. It is situated in Shifnal, Shropshire. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery employs 16 members of staff. Of these, one holds a qualification at level 5, nine hold qualifications at level 3 and two hold qualifications at level 2. The nursery is in receipt of early education funding for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

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 area manager, manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspector and provided their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The manager and inspector completed a joint observation to evaluate to effectiveness of teaching.
- The inspector held a meeting with the area manager and manager and looked at relevant documentation and evidence of staff suitability.

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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