

Inspection of Kaleidoscope Drighlington

Adwalton Court, Hodgson Lane, Drighlington, BRADFORD, West Yorkshire BD11 1BJ

Inspection date: 9 April 2024

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

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to start their learning at this warm and welcoming nursery. Babies seek staff out for comfort and reassurance when needed and they feel settled and secure in their care. Staff work closely with parents, gathering clear information to ensure babies individual care routines are respected and met. Parents and carers are encouraged to provide family photographs from home. Staff ensure these are freely accessible to babies and use them as talking points to support positive relationships. Staff have high expectations of children's behaviour. They help children to follow the routines of the day. Children know it is tidy-up time when staff wave the feather duster. They stop and listen to the instructions. Children are eager to help tidy away their toys. This helps children to move calmly through different parts of the day. Children's behaviour is good.

Staff plan activities that encourage children to engage with resources. Children are eager to explore the environment and show high levels of concentration as they fill and empty containers. They are interested in the marks they make when using vegetables to print with. Staff teach children about life cycles. Children are interested and observe the tadpoles as they develop into frogs. They enjoy planting vegetables and watch them grow. Children pick the tomatoes they have grown, to eat for their snack. This helps children to develop an understanding of the world around them.

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

- Staff work closely with the special educational needs coordinator (SENCo) to ensure targeted support is provided for any child who has special educational needs and/or disabilities (SEND). Additional funding is used effectively to support children's individual learning and development. Effective monitoring by the SENCo ensures the focused strategies are being used by staff. This helps to narrow any gaps in children's learning.
- Children become confident talkers. Staff speak clearly to children and give time for them to respond. Children learn to listen to each other. Staff provide older babies with 'Travelling Ted' to take home. Parents are encouraged to take photographs and write about their children's adventures with the bear. Staff then encourage older babies to use their words as they help them to recall these special events and past experiences.
- Staff plan activities and experiences around a chosen 'book of the month'. Children enjoy looking at books independently. They ask staff to read them a story. Staff sing songs and rhymes with children. However, staff do not always provide opportunities for all children to listen to a range of stories. This means that some children do not develop their understanding of stories as much as they could.

- Children are encouraged to develop good health and hygiene routines from a young age. For example, staff use a portable handwashing station to enable young babies to wash their hands with soap and water. Older babies know to access the sink when they need to wash their hands.
- Children learn how to keep themselves safe and take safe risks. Staff talk to children about making safe choices. They encourage children to think about what might happen if they stand on a chair and they reply, 'they might fall'. When children climb the climbing frame, staff stand near and talk to children about how they can climb over the top safely.
- Staff plan an interesting range of purposeful learning experiences for each child, enabling them to make progress. However, there are inconsistencies with some staff's implementation of the curriculum during routines and regular activities. This results in staff not consistently building on children's prior skills in some areas. For example, when learning to pour their own drinks, toddlers try to use large jugs full of water, while pre-school children use smaller jugs that are more suitable for younger children.
- Parents are very positive about the nursery. They comment their children are happy and excited to come and look forward to seeing their key person. Staff share information with parents about their child's day. Parents feel well informed and comment on the clear communication staff share. They welcome the opportunity to visit and meet the staff when children move rooms.

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:

- consider further opportunities for all children to listen attentively and respond with comprehension to a range of stories
- clarify the curriculum intent so that it is fully known by all staff and consistently implement across the nursery.

Setting details

Unique reference number	EY453580
Local authority	Leeds
Inspection number	10302337
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 10
Total number of places	123
Number of children on roll	176
Name of registered person	Kaleidoscope Day Nurseries Limited
Registered person unique reference number	RP907102
Telephone number	0113 2852300
Date of previous inspection	14 June 2023

Information about this early years setting

Kaleidoscope Drighlington registered in 2012 and is situated in Drighlington, West Yorkshire. The nursery opens five days a week from 7.30am to 6pm, all year round except for one week at Christmas and bank holidays. They employ 30 member of childcare staff, 26 of whom hold appropriate early years qualifications at level 2 or above, including one member of staff who holds qualified teacher status. The nursery receives funding for early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Miriam Caldecott
Melanie Arnold

Inspection activities

- The inspectors discussed any continued impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the nursery.
- The assistant manager, manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during an activity.
- The inspectors observed the interactions between staff and children.
- Parents shared their views of the nursery with the inspector.
- The inspectors 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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