

Kaleidoscope Pre-school

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Kerry Iden
Setting address	Hampers Green Centre, North Street, Petworth, West Sussex, GU28 9NL
Telephone number	01798 343 204
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Kaleidoscope Pre-school has been registered since 1992. It operates in a new building in the town of Petworth, West Sussex and serves the local community and the surrounding villages. Children have access to an enclosed outside play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children from two years to the end of the Early Years age group may attend at any one time. There are currently 37 children on roll, the setting receives funding for nursery education. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The provision opens Monday to Friday from 9am till 12 noon with afternoon sessions available until 3pm on a Monday and Wednesday. Music and movement and a preparation for school session is also organised through the week. The provision employs nine members of staff, of these, seven hold appropriate early years qualifications with two staff working towards or upgrading their existing qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled within the group and are making good progress towards the early learning goals. They are happy, confident and independent in most areas. The identified next steps in children's development are effectively used to offer children a tailored programme of activities, of which parents are starting to be involved in. The staff work well as a team, they are enthusiastic in their work, supported by the committee and have developed links with most outside agencies. Through systems of evaluation the staff and the manager know areas that need further development and are starting to address these showing they have the capacity to drive improvement within the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the new arrangements for working in partnership with parents to support children's learning, so that information is shared about children's next steps for learning and how they are progressing
- develop a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved
- develop further opportunities through snack time for children to become

independent in the preparation of snacks

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of their responsibilities towards the protection of children and effective procedures are in place for identifying any child at risk of harm. Most staff have completed child protection training and the manager takes overall responsibility in this area, liaising with appropriate agencies. There are clear procedures in place to ensure that those in contact with children are suitable to do so. Inductions of new staff are completed and the pre-school leader and chair of the committee work together as they carry out annual appraisals where strengths, areas for development and training needs are identified for all staff. Effective checks are completed every day prior to children's arrival and more formal risk assessments are completed regularly on the setting; additional assessments are completed for outings or specialised equipment used to ensure children's safety.

The staff and committee work well together to drive improvements within the setting. This commitment to improvements has proved successful with the result of a new building for the group. Evaluation is part of every day practice and action plans are identified by the manager to implement improvements within the setting and to support individual staff members. With the support of their early years advisory teacher the staff have recently been focused on the development of planning of activities and experiences to be more tailored for individual children. Therefore outcomes for children are good. The children are able to play and learn in a setting that has been prepared prior to their arrival, although good storage solutions encourage children to make further choices about their play. The outside area is used as an extension to the indoor learning environment allowing children to achieve in whatever area they choose to play in. Resources are good, fit for purpose and along with the good deployment of staff children's learning is well supported. Through the development of new equipment the setting has considered sustainability through the purchase of robust sturdy equipment and furniture.

The staff are keen to provide an inclusive setting. They promote this to the children as they encourage them to allow others to join in different activities. The staff work collaborative with families where English is an additional language as parents supply familiar words and help make dual language labels around the setting. The group extends partnership working with all parents and is developing systems to share details about children's achievements although these are not yet fully in place. Parents can contribute their suggestions and ideas through staff members, the completion of questionnaires or become involved in the committee. Partnerships are also being extended to others with very good links with the local primary school to help children make a smooth transition. The manager has made links with other early years settings through forums and training. However links are not yet in place to support children's development when they attend other settings.

The quality and standards of the early years provision and outcomes for children

Children enter the setting and separate easily from parents and carers. They self-register before seeking out others to play and choosing resources to access. Children have good relationships with adults and within their peer group. Most children play alongside others but there are some firm friendships within the group. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do; therefore children show good levels of confidence and independence in their play. Children can choose to play both inside and out throughout the most part of the session, extending their choices about their play. Children are therefore able to develop well in their physical development with the use of many resources outside that promote large motor skills, balance and coordination. Staff promote child led play throughout the session and most offer quality interaction with open ended questioning to challenge children's thinking. Observations are written on all children and key persons maintain the learning journals of their key children. The setting have recently evaluated and are improving systems to use individual next steps for focused children to organise more tailored planning based on children's interests and learning styles.

Children show they feel comfortable with the staff in the setting; some children show affection to staff members and others are confident to ask for help or instruct staff with their roles in imaginative play. Children are learning how to keep themselves and others safe in play. They talk about safety of the bikes outside and inside children know how to use resources appropriately such as the scissors in a play dough activity. Most children show a good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines as they know to wash hands prior to coming to the snack table. Through discussion at snack time children understand the importance of staying hydrated and eating healthily. Snacks are a social time when children group together and discussion is encouraged although they have less opportunity to be independent in this part of the session.

Children are developing the skills they require to secure future learning. They are curious and inquisitive learners and staff develop their understanding of how different things work. For example, whilst investigating with magnets staff encourage children to predict what they think might attach and why. Through the use of the computers and other technical equipment children are developing well with these skills and use items of equipment with ease. They develop their skills in mark making as they become emergent writers through different means and resources. Some children are able to demonstrate very high levels of concentration as they make independent decisions and carry out their plans for pictures or art work. Behaviour is good throughout the session and children play cooperatively together and alongside one another. Staff offer children gentle reminders if necessary promoting kindness and consideration so everyone can make a positive contribution to the setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met