

Kaleidoscope Pre-school

Hampers Green Centre, North Street, Petworth, West Sussex, GU28 9NL



Inspection date

2 March 2015

Previous inspection date

9 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have good relationships with children. This means children are happy, confident and motivated to learn in their care.
- Strong relationships between staff and parents ensure children's needs are met well. Staff effectively share relevant information with parents; including progress reports and provide daily feedback.
- The manager demonstrates a secure knowledge and understanding of her role in implementing the requirements of the Early Years Foundation Stage.
- The manager and staff have good relationships with other professionals. This supports children in their next stage in learning, such as when moving on to school.
- Staff provide children with a variety of activities and learning opportunities which encourage them to make good progress in their development.

It is not yet outstanding because:

- Staff encourage children's independence skills, however, they do not effectively review how they organise some daily routines, such as snack time, to maximise how children consistently build on these skills.

What the setting needs to do to improve further

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

- review the organisation of some daily routines to enhance the learning opportunities for children and consistently build on their developing skills.

Inspection activities

- The inspector spoke to staff and children during the inspection, when appropriate to do so.
- The inspector observed staff and children engaged in activities throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of staff suitability and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector carried out a joint observation with the manager.

Inspector

Tara Naylor

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The Pre-School provides children with a wide range of activities to promote their learning and development across the seven areas of learning. Children develop good independent skills as they are able to access toys and resources that interest them. Staff introduce children to mathematical concepts in their play. For example, children draw stars on their picture and are then encouraged to develop their problem solving skills as staff ask them to count how many they have drawn. Children enjoy sharing stories with staff, who make good use of these opportunities to repeat children's language and introduce new words. As a result, children develop good communication skills. Staff use their regular observations and assessment to assess children's progress. They understand what children's interests are and how they learn best.

The contribution of the early years provision to the well-being of children is good

The Pre-School is bright and welcoming and staff display attractive posters, pictures and examples of children's work around the environment. This helps children to develop a sense of belonging and supports their emotional well-being. Staff have a good understanding of safeguarding children and what they would do if they had a concern about a child. Children learn about keeping themselves physically healthy as staff use daily care practices to teach them about good hygiene routines. Children's personal independence skills are encouraged and children enjoy preparing their snacks. However, staff do not always consider how they organise resources, such as for snack time, so that they are all within easy reach of the children. Staff are good role models and play alongside children to teach them how to play with their friends. As a result, children behave well, they learn how to take turns, share well, and develop good relationships with each other.

The effectiveness of the leadership and management of the early years provision is good

The manager has a strong focus on leadership and management. Staff are regularly observed and assessed by the manager to identify areas of staff development and provide targeted training. This supports the teaching practice and improves learning opportunities for children. The manager uses regular self-evaluation and feedback from parent's questionnaires to identify areas of development, so that improvements can be made to ensure children receive good quality care and education. Parents are happy with the Pre-School and say that 'staff are helpful in supporting my child'. This ensures that the children are provided with good continuation of care. The manager has established good relationships with the local school and ensures that staff understand what children need to learn so that they can help prepare them for their move to school. As a result, children are well prepared for their next stage in learning.

Setting details

Unique reference number	113554
Local authority	West Sussex
Inspection number	839875
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	35
Number of children on roll	34
Name of provider	Kaleidoscope Pre-school Committee
Date of previous inspection	9 March 2011
Telephone number	01798 343 204

The Kaleidoscope Pre-School registered in 1992. It opens Monday to Friday, from 9am till 12 noon, with afternoon sessions available until 3pm on Monday, Wednesday and Thursday. The Pre-School receives funding for the provision of free early education for children aged two, three and four. Of the ten staff who work in the Pre-School, nine hold relevant childcare qualifications to level 3.

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