

Kaleidoscope Pre-school

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



Inspection date	12 May 2017
Previous inspection date	2 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff establish positive relationships with all children. This helps the children to settle confidently and happily into play.
- The manager values the opinions of staff, parents and children and actively seeks their views when evaluating the provision. She successfully incorporates their comments and suggestions into her plans for future development.
- Staff are skilled at engaging with children. For example, they ask children if they want help before giving it. This helps children try to complete tasks by themselves, which increases their confidence and self-esteem.
- The manager and staff know children well and observe their development closely. They monitor the progress of individual and groups of children and quickly identify any gaps in development. Children make good progress from their starting points in learning.
- Staff establish positive partnerships with other early years professionals. For instance, they are in regular communication with other settings that children also attend to share children's achievements. This helps to provide children with a positive consistency to their shared learning.

It is not yet outstanding because:

- Children do not consistently have a wide range of opportunities to explore the wider world and the differences between themselves and others.

What the setting needs to do to improve further

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

- develop further the range of opportunities for children to explore the wider world and the differences between themselves and others.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children, staff and the manager and chairperson of the committee at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector reviewed relevant documentation including evidence of staff suitability and staff qualifications and children's learning journals.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Sarah Denman

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures that staff have a secure knowledge of the procedures that enable them to protect children's welfare. All relevant checks are undertaken on members of staff to help ensure that they are suitable to work with children. The management team oversees staff development effectively and reflects on their practice to make ongoing improvements that benefit children. For example, further staff training is accessed if a child presents a specific learning need that requires further support. The manager makes good use of additional funding to support children's development.

Quality of teaching, learning and assessment is good

Staff engage and maintain children's eagerness to play and learn. They stimulate children's curiosity to explore and find out more, through skilled questioning techniques. Staff build on children's mathematical development well. They teach children about colour, shape and number in enjoyable ways. For example, children enjoy playing a game where you need to count and match the spot patterns from the dice to the spot patterns on a ladybird's back. Staff use effective ways to involve parents in all aspects of their children's learning. For example, they regularly encourage parents to share their children's learning and experiences from home.

Personal development, behaviour and welfare are good

Children are learning to be sensitive to other people's needs. For example, staff encourage children to help a newer child to settle and feel included at the snack table by passing the milk across so it can be more easily accessed. The children are caring and make friends with others of varying ages. Children learn to be healthy through energetic play outside and by eating healthy foods. Staff prepare children well for the move to different settings, such as school. For example, a specific pre-school session during the summer term helps children to experience aspects of school routines, such as changing their clothes for a physical education session, which helps to develop their independence skills further.

Outcomes for children are good

The happy and busy atmosphere within the pre-school helps children to develop a positive attitude towards learning. They show interest and curiosity and are keen to develop their knowledge. Children develop early writing skills. They learn that tools can help to make marks as they explore various activities. Older children attempt to write their names independently. Children are well prepared for the next stages in their learning and for school.

Setting details

Unique reference number	113554
Local authority	West Sussex
Inspection number	1089115
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	47
Name of registered person	Kaleidoscope Pre-school Committee
Registered person unique reference number	RP907468
Date of previous inspection	2 March 2015
Telephone number	01798 343 204

Kaleidoscope Pre-school registered in 1992. It opens Monday to Friday, from 9am to midday, with afternoon sessions available until 3pm on Monday, Wednesday and Thursday. During the summer term it opens for an additional afternoon session on a Friday. This session is for those children moving on to school that year. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Of the nine staff who work in the pre-school, eight hold a relevant childcare qualification at level 3.

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