

# Creative Kids

Inspection report for early years provision

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<b>Unique reference number</b>	EY286894
<b>Inspection date</b>	17/02/2009
<b>Inspector</b>	Patricia Mary Champion
<b>Setting address</b>	69 Main Road, Romford, Essex, RM2 5EH
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## Description of the setting

Creative Kids is one of two nurseries run by Creative Kids Pre-School Day Nursery Limited. It opened in 2004 and operates from eight play rooms in a purpose-built building. The nursery is located within walking distance of schools, shops and the railway station in Gidea Park, Essex. All children share access to a secure, enclosed, outdoor play area. Access is appropriate for people that may have disabilities. A maximum of 114 children may attend the nursery. This provision is registered by Ofsted on the Early Years register. The nursery opens five days a week all year round. Operating times are from 07:30 until 18:00.

There are currently 186 children aged from eight months to five years on roll. Children aged three and four years receive funding for early education. The nursery serves the local community and wider areas. The setting supports a number of children who have learning difficulties and/or disabilities or who have English as an additional language.

The nursery employs 34 staff, all of whom hold appropriate early years qualifications. There are seven staff currently working towards a higher qualification. Specialist teachers work with the children for French and music and movement. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good with some outstanding aspects. Children play and learn in a very calm and productive atmosphere and make generally effective progress towards the early learning goals. Promotion of children's welfare is exceptional because their health and safety is given a very high priority by staff throughout the nursery. Each child is viewed as a unique individual and staff find out as much as they can about their personal routines and needs right from the beginning. The manager and staff continually reflect on their practice and ensure that any improvements made are well-chosen and carefully planned.

## What steps need to be taken to improve provision further?

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

- review the nursery routine to ensure that children have the opportunity to persist for extended periods of time at an activity of their own choosing, can consistently develop their independence skills at mealtimes and are inspired to achieve as much as they can both indoors and outside
- improve the range and quality of literature readily accessible to children within their rooms and consistently encourage them to learn that information can be retrieved from books
- encourage parents to contribute to their children's learning and development record.

## **The leadership and management of the early years provision**

The management of the nursery is committed to the promotion of high quality childcare and implements action plans to benefit the children and their parents. All staff, children and parents are involved in the self-evaluation process. Activities are routinely evaluated and questionnaires are distributed to parents. The need to enhance the garden so that it becomes a more stimulating outdoor learning environment has already been identified and improvement plans are well underway.

All the essential documentation required for the efficient management of the nursery is in place. Staff demonstrate excellent knowledge of the policies and procedures and implement these extremely effectively to ensure that babies and children are kept safe, flourish and thrive. Robust recruitment procedures ensure that all staff are suitable to work with the children. The staff are well-qualified. There is a strong emphasis on training and further development and in-house training is routinely organised. This ensures that children benefit from the care of motivated staff who are confident and up-to-date in their knowledge. Children are well-protected because staff undertake a thorough risk assessment each day to ensure that any potential hazards are removed or made safe. Staff are extremely vigilant about the security of the children. Arrival and collection procedures are efficiently implemented. All visitors to the premises are rigorously monitored and reminded of the staff's responsibilities to protect children. Children are very effectively safeguarded as staff are fully aware of their child protection responsibilities. Safeguarding training is organised for all staff so that they know the steps to take if they have concerns about a child's welfare.

The nursery staff build very positive relationships with children and their families. Effective communication takes place between staff and parents, through ongoing dialogue and the daily diary sheets. Parents make extremely complementary comments about the nursery and the staff team. They appreciate how well the staff settle the children and value the interesting activities that are provided. Parents are kept fully informed about their child's learning and care needs within the nursery. However, they are not currently contributing to the children's developmental records.

## **The quality and standards of the early years provision**

Children play in a warm, vibrant and extremely safe indoor environment that has been specifically designed for the needs of children in the early years age group. The staff make the playrooms extremely inviting for children and their parents by displaying posters and artwork linked to the children's recent learning experiences. The staff's interaction with the children is warm, caring and always positive. As many of the youngest children are not yet confident communicators, staff spend their time directly playing with the children and provide relaxed opportunities for spoken language by chatting about activities, asking questions, waiting for responses and allowing children time to initiate conversations. Consistent staffing

ensures that practitioners have a very good knowledge of each individual child's developmental progress. This allows them to plan and deliver activities in tune with each child's needs. Clear planning ensures that learning experiences are securely linked to all areas of learning. Staff observe children's achievements while they play and chart their progress. However, sometimes the nursery routine dominates and children are unable to persist for extended periods of time at an activity of their own choosing. The older children do not always develop their independence skills at mealtimes, for example, by pouring their own drinks.

Children have access to toys and resources that support their understanding of diversity and develop their knowledge of the wider world. A suitable system is in place to support children with learning difficulties and disabilities or those who speak English as an additional language. Although a wide range of good quality play materials are provided within each room, some of the books accessible to children are rather well-used and in some rooms non-fiction materials are stored out of reach.

High standards of cleanliness are maintained throughout the nursery and both children and staff demonstrate an extremely good understanding of effective hygiene routines. Nappy changing is hygienically and sensitively undertaken in an area well away from the space used for play, sleep or eating. Extremely nourishing snacks and wholesome, freshly cooked meals are provided. Staff are well aware of any medical needs or special dietary requirements to safely meet children's individual needs. Children learn about the importance of keeping themselves safe when they take part in emergency evacuation procedures. They learn a high level of control and responsible behaviour through the staff's positive, consistent approach. The staff take account of each child's level of understanding, have realistic expectations and encourage politeness and good manners at all times. Children are enthusiastically developing effective problem solving, numeracy, literacy and technology skills to enhance their future economic well-being.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.