

Creative Kids Pre School Day Nursery

Inspection report for early years provision

Unique reference number	118615
Inspection date	22/06/2010
Inspector	Marilyn Peacock / S Campbell
Setting address	56 Butts Green Road, Hornchurch, Essex, RM11 2JN
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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

Creative Kids is one of two nurseries owned by the registered provider. The nursery operates from a purpose built building and first opened in 1996. It is situated in a residential area of Hornchurch which is in the London borough of Havering. There is wheelchair access on the ground floor and a large garden for outside play.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare register. A maximum of 108 children aged from three months to under five years may attend the nursery at any one time. There are currently 181 children on roll. Children attend for a full day only. The nursery is open five days a week 52 weeks a year. Sessions are from 07:30 a.m. to 06:00 p.m. Monday to Friday.

There are 20 members of staff, all of whom hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children benefit from a well-organised environment where staff are well deployed. They support children's learning and development effectively and achieve a calm and relaxed atmosphere where all children display a strong sense of belonging and security. Relationships with parents are friendly and supportive. Parents are made to feel welcome and staff generally encourage a good two-way flow of verbal communication to promote continuity of care. There is a commitment to continuous improvement and the setting has introduced systems to evaluate current practice and procedures. Recent changes to the daily routines for children have had an effective impact on the outcomes for all children and how they spend their day.

What steps need to be taken to improve provision further?

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

- take steps to include staff, parents and children in a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will further improve the quality of the provision for all
- implement procedures which ensure consistency in planning across all rooms
- further develop the partnership with parents to ensure they contribute to children's initial and ongoing assessments to support children's progress on their learning journey.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection issues and know how to proceed if they have concerns about a child in their care. Children are cared for in a safe and secure environment where the whole staff team take responsibility to ensure both daily and in-depth risk assessments are undertaken. Children's safety is further promoted because detailed risk assessments are carried out for routine outings. Required policies and procedures are in place and regularly reviewed with the staff at team meetings. Children are cared for by suitably qualified and vetted staff to promote their well-being. Management actively support staff to attend both in-house and external training to support their roles and children's learning and development.

Children with additional needs are helped to achieve their full potential as key staff work in partnership with parents and external agencies to plan for the child's next steps and develop their individual educational plan. All children in the nursery are learning Makaton signing as an additional source of communication. This is accompanied by visual aids to help all children understand the routine and make choices.

The setting has begun to work with teachers and parents to ensure a smooth transition from setting, school and between rooms. Parents are kept well informed of organisational issues and events via regular newsletters. In addition an informative notice board keeps them informed of current themes, menu and announcements of children's birthdays. Daily feedback sheets are in place for the babies and regular verbal communication takes place to ensure continuity of care. However, the procedures for ensuring parents contribute to children's initial and ongoing assessments are not robust enough to enable staff to effectively build on what children already know and can do.

Management are aware of their strengths and areas for further development as they have introduced systems to reflect practice and identify areas for improvement. However, the systems used at present do not encourage staff, parents or children to contribute.

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

Children play in a bright, child centred environment where they are happy, settled and have developed a warm, trusting relationship with the staff. Children are confident and relaxed in the setting and they are always well occupied with worthwhile tasks. Children are provided with a full range of activities indoors and outside each day and are making good progress across all areas of learning. Planning is detailed, covers all six areas of learning and is built on systematic observations of the children and ongoing assessments of their next steps. However, at present the systems used for planning and assessments are not consistent throughout the nursery, different rooms use different formats and some

methods of recording are repetitive.

Children are becoming inquisitive learners because staff work hard to make the learning environment accessible and appealing to them. Children's independence is encouraged. Daily free flow sessions allows children to choose whether they wish to play indoors, outdoors or join in activities with the younger children. They can also use the room's choice boards to select toys and resources that interest them in addition older children help with the planning of activities. Therefore children are motivated to learn and concentrate well at activities they have selected for themselves. Deployment of staff is good, they fully understand their roles and areas of responsibility enabling them to support children's learning effectively. Staff value conversation and children are becoming confident speakers. All staff ask effective, challenging questions which encourage children to think. Children are starting to express their views confidently using good vocabulary and taking turns to speak and listen to each other. Children play in a print, rich environment and are beginning to understand that print carries meaning. They excitedly record their experiences on note pads and write down appointments for the role play hairdresser. Children enjoy reading books and listening to stories. Staff captures children's interest as they are tell stories creatively, retelling familiar extracts of the story in an animated way so that children feel they are part of the story.

Children's behaviour is very good. Staff use age appropriate strategies to help children understand the consequences of their actions. Staff value each child's uniqueness and children are encouraged to manage simple disputes over toys by themselves, but staff ensure they are on hand to offer encouragement, praise and support. All children share and take turns. They know that when using the nurseries computer they need to make way for their friends when the buzzer goes. Children have good access to everyday technology, such as cash registers, cameras and telephones. Even the youngest children enjoy imitating real life using cameras asking their peers to say "cheese" as they click the button. Children's understanding of the wider world is developed through planned activities, themes and at news time. Visitors to the nursery support children's understanding of society. They learn about people who help us such as fire fighters and police officers. Children have many good opportunities to support different charities and events. They wear their pyjamas to nursery for red nose day and bring their own teddy bears for picnic to support the Paddington Bear charity.

Children learn the importance of good personal hygiene and the need for regular exercise as part of a healthy lifestyle. They learn about how their bodies work and enjoy the nurseries annual Olympic games, designing their team t-shirts and excitedly cheering their friends on. They make good use of the outdoor play area to play on large equipment and ride on wheeled toys, they keep to the nurseries one way system enabling all children to play safely. Children enjoy gardening and growing their own vegetables which they eat when they have grown. They happily water them using child sized watering cans and wait excitedly to share them with their friends. Children's understanding of staying safe is developing well. They listen carefully to explanations from staff on using the stairs safely and understand that they need to leave the building quickly, but carefully if the fire bell goes off. Children are developing a very good understanding of numbers and early calculations. They recognise shapes and use mathematical language easily during

free play. They learn about weight and capacity when playing with sand and water filling containers of different sizes, digging in the sand and making sand castles. Children are beginning to express themselves creatively using a variety of mediums, such as free painting, dance and acting out stories.

Babies and younger children have formed positive relationships with staff and they separate from their carers with ease. Staff are able to comfort children easily as they know their personalities well and items that sooth and settle them, such as the use of comfort blankets and the bubble machine. Babies are beginning to move around with increasing control as they kick and throw soft balls around the room. Staff ensure emerging walkers have ample of space to move around comfortable and play safely. Babies and younger children are happy and settled. They laugh and smile with excitement when staff walk into the room and babble at themselves when they see their reflection in the mirror. The babies have a designated outdoor play area and to ensure their protection in the summer months a large canopy is used.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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