



Creative Kids

Inspection report for early years provision

Unique Reference Number	EY286894
Inspection date	29 November 2005
Inspector	Jill Dawn Butler
Setting Address	69 Main Road, Romford, Essex, RM2 5EH
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Registered person	Creative Kids Pre-School Day Nursery Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Creative Kids Pre-School Day Nursery (Gidea Park) is one of two nurseries run by Creative Kids Pre-School Day Nursery Limited. It opened in 2004 and operates from eight rooms in a purpose-built building. It is situated in a residential area, close to Gidea Park station.

A maximum of 114 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year. All children share

access to secure enclosed outdoor play areas, one of which is designated for babies.

There are currently 127 children aged from 3 months to under 5 years on roll. Of these 14 children receive funding for nursery education. The nursery currently supports one child with special educational needs, and two children who speak English as an additional language.

The nursery employs 29 staff. All of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are developing a good understanding of how to follow personal hygiene routines, for example, they wash their hands after using the toilet and before snack and meal times. The children are well protected from infection by practitioners consistently implementing effective hygiene practices. Tables are wiped and disinfected before lunch and snack times. Disposable gloves and aprons are routinely used to change nappies and serve food. Additionally, the nursery employs daily cleaners. However, standards of hygiene are not sufficiently maintained when children return from the garden and continue to wear their outdoor shoes.

The children's good health is effectively promoted by the implementation of appropriate sickness and medication policies. The older children know to use a tissue to wipe their noses and place in a bin. They can expect to be treated appropriately in an accident or emergency situation, with first aid boxes located in each room and several practitioners with first aid qualifications on the premises at any one time.

The children's emotional well-being is well promoted. The youngest babies experience a calm atmosphere, with classical and calming music played. Music is played in each of the rooms, which helps to create a fun and light atmosphere.

The children are given close, individual attention, with the practitioners being effectively deployed. They are able to competently assess and meet individual children's needs. A key worker system works effectively, with positive relationships with individual children and parents maintained.

The individual sleep needs of the youngest babies are well met and babies are diligently supervised to maintain their safety when asleep. The individual sleep needs of the older babies are not always sufficiently met, with a couple of them feeling very tired by lunch time and not able to eat their lunch properly. Older children are helped to feel comfortable and lighting is dimmed, as they are gently settled to sleep.

The children engage in a good range of physical activities. Most of the children routinely use the outdoors area twice a day. Here, they run, kick and throw balls, climb, slide and use a range of wheeled vehicles including tricycles and scooters. Additionally, children engage in physical exercise when they participate in a weekly

music and movement class.

Healthy eating is effectively promoted. A chef and kitchen assistant are employed and all food is cooked on the premises, with fresh ingredients used. The chef, as well as several childcare practitioners, have food hygiene certificates. The menus are balanced, varied, nutritious and prominently displayed for parents to view.

The babies have separate milk kitchens. Their milk is hygienically prepared and appropriate practices regarding sterilisation of beakers and bottles takes place.

The children's special dietary requirements are known and adhered to, and a vegetarian option is available each day. There is routine access to drinks. However, sometimes children are at risk from cross infection when they are given cups of water from the arts and crafts sink. Also babies' well being when drinking milk from a bottle is not always sufficiently maintained on the occasions when they are not held by practitioners when undertaking this activity.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The children's safety is well promoted by the excellent design and maintenance of the premises, both indoors and outdoors. The premises are bright and welcoming and very spacious throughout.

The lobby and landing areas are kept free from obstruction and hazards, with the provision of numerous and spacious storage areas contributing to this. This enables children to move around freely and safely, with their risk of accidental injury minimized.

Low and high level vision panels in doors aids visibility for monitoring that children are kept safe, for example, when they are sleeping. Low level bars have been constructed at the windows on the first floor, to assure children's safety upstairs, and two levels of handrails helps them to keep safe when using the stairs.

The children are well protected in the event of a fire. Fire drills are regularly undertaken, which are recorded and evaluated, there is appropriate fire fighting equipment around the premises and there are two separate staircases. The babies can be transported in groups of six, in a specially designed evacuation carrier, which will hasten their exit in an emergency situation.

The children's safety is promoted by the undertaking of effective on-going risk assessments throughout the nursery. The children are well supported as they discover boundary limits and they learn about rules in a clear and consistent manner. Safety in the group rooms is promoted by the use of extension safety gates to prevent children gaining access to the entrance doors.

There is effective use of space, to allow children to work at tables, enjoy role play and creative activities, as well as move around freely. The children can gain easy access to the play and learning resources which are stored in robust low level storage boxes.

As children move through the rooms, the furniture and equipment appropriately reflects their ages and stages of development, for example, the chairs they sit on.

The children are well protected as a result of the practitioners having a clear understanding of their roles and responsibilities with regard to child protection. They know how to implement relevant procedures. All practitioners are vetted. There is a secure entry system, and all movements of any visitors are effectively monitored and recorded. CCTV is in operation in the office and internal telephones are installed in each of the group rooms, which provide effective communication and security systems to keep children safe.

Helping children achieve well and enjoy what they do

The provision is good.

The children's play and learning experiences are effectively promoted through consistent planning undertaken throughout the nursery. The Birth to three matters framework is well developed in all the group rooms for under three year olds. The children experience a broad and varied range of play and learning activities. For example arts and crafts, construction, role play as well as exploring a range of textures contained in a treasure basket.

The emerging crawling and walking babies are effectively challenged, and babies become skilful communicators as they learn to make sense of a range of sounds and experiences and learn to make meaning.

The children are confident and happy, enjoy their activities and are interested in their play. The spacious group rooms enable children to move around freely and choose between activities. They interact well and form good relationships with each other and practitioners.

The Children readily help when it is "tidy up time", and prepare well for trips to the garden, taking responsibility for finding their coats and hats. Older children communicate and participate well and show high levels of engagement during circle times and they enjoy conversing with each other during mealtimes. They ask questions and are interested in what is going on.

Nursery Education

The quality of teaching and learning is good.

Planned and routine activities extend children's learning. This occurs through effective questioning techniques stimulating thought and challenge, exploration of sand and water properties, circle time discussions, and setting the table at mealtimes. The staff have good knowledge of the foundation stage curriculum. They are keen to evaluate, and improve practice. Planning incorporates individual children's starting points and assesses and implements targets for them. The children are supported effectively and allowed to learn at their own pace.

The children show good levels of concentration and engage well during large group

discussions. They play an active role in their learning as they make their own choices about what they want to play with. The children learn to share and negotiate, as well as support each other in their activities, for example, they give each other ideas about what to construct with a set of shapes.

The children are well behaved. They confidently ask for help and support, which is readily given by supportive practitioners, for example, when using a new programme on the computer. They demonstrate a sense of responsibility and independence when they help themselves to resources such as pencils, scissors and paper, which are easily accessible, and they enjoy setting the table at mealtimes and can use eating utensils well. However, they do not contribute towards serving themselves at meal and snack times, or pour their own drinks, which limits opportunities for them to develop their independence and self care skills in this area.

The children confidently contribute to discussions at mealtimes. They all say "good afternoon" confidently during register time. They learn to link sounds and letters, and are challenged to spot words beginning with the same letters. They enjoy looking at books, and can recognize their own and other's names, as they are handed out during circle time.

The children enjoy mark making. Writing for different purposes has recently been extended, and children confidently help themselves to resources as part of their role play, such as pencils, crayons and a range of media for writing on.

The children are supported in writing their own names on their work. They enjoy learning basic words in French, for example, "le train", which are consistently reinforced when they participate in songs and storytelling in the weekly timetabled session.

The children count the days of the week during circle time. They participate in counting songs, for example, "five current buns in the baker's shop" and can subtract, as well as add numbers. They count the children present at circle time and confidently count to 12. However, there are insufficient routine opportunities created for children to learn to calculate and problem solve using mathematical concepts. The children learn about shapes, which is the current topic, and enjoy making a range of models of various shapes and sizes with construction materials.

The children access the spacious outdoor play area twice a day, and are able to experience the natural world by picking up leaves, exploring and investigating outdoors. They are able to gain routine access to sand and water exploring their relative properties. They enjoy designing and making a train track, and work out how to slot pieces to together. One child enjoys making a sword out of connecting shapes, which was his own design.

The children enthusiastically use the computer. They are helped to gain control over the mouse, and can design a pattern, which is then printed. The children are able to connect this activity with the current topic on colour.

The children are encouraged to notice the time on the clock, to see if it is lunchtime yet. They are very familiar with a days of the week song, as they decide what day of

the week it is today. The children are able to view a large world map and globe and learn about animals and food from different parts of the world.

When outdoors children can run, climb, slide, kick, throw balls and use a range of wheeled vehicles. They are supported in the challenge of using peddles. The children receive additional opportunities for physical development in the weekly timetabled music and movement session.

The children handle objects such as playdough cutters, glue spreaders, paint brushes and spades confidently. They complete puzzles independently and show good hand and eye co-ordination. The children talk about dressing up warmly to go outside because it is cold. They learn about the importance of doing up their coats, and wearing their hats and gloves to keep them warm. When eating their lunch, they talk about getting bigger muscles if they eat all their food, and that food gives them energy.

The children's experiences are extended when playing with water with it being coloured one day, and full of bubbles another. They enjoy finding objects in the water, including a balloon filled with water, which they enjoy squeezing, and seeing what happens and how it feels.

The children enjoy singing familiar songs, and making music together. They enjoy participating in associated movements. Children enjoy, and concentrate very well, when undertaking arts and crafts activities. They freely paint at easels. However, arts and crafts activities do not always sufficiently promote children's creativity. Overuse of worksheets limits opportunities for them to create from developing their own ideas and imagination.

Helping children make a positive contribution

The provision is good.

The children's individual needs and backgrounds are known and effectively met, through discussions with parents, which contributes to them feeling valued and affirmed. Communication with children with English as an additional language is enhanced by practitioners learning words of children's first language, and the manager's ability to speak a range of community languages.

The children learn about themselves and the wider society, by exploring different cultural traditions. Currently, older children are learning about Divali. Previous topic work has included learning about the Chinese New Year and St. Patrick's Day. Their knowledge and understanding is also promoted through engagement with a range of resources, including books, puzzles and role play materials. These depict and reflect positive images of cultural diversity, gender and disability.

This positive approach fosters children's social, moral, spiritual and cultural development.

There are effective arrangements to support children with special educational needs, which contribute to them being able to reach their full potential. Action plans are

drawn up in consultation with parents, and, where it is deemed beneficial to a child's development, outside agencies will be brought in, for example, speech therapists.

There are two disabled toilets on the premises, and a lift, which provide accessibility throughout the nursery for children who are wheelchair users.

The children are well behaved, and are quickly comforted when distressed. The children develop self-confidence and self-esteem through practitioners acting as positive role models and routinely praising and encouraging children. The practitioners maintain close physical contact and children receive cuddles when they wish or require them, which contributes to their emotional well being.

The children begin to learn to share and take turns and learn to understand right and wrong through practitioner's appropriate management of behaviour and consistent reinforcement of boundaries. Older children enjoy taking responsibility, such as setting the table for lunch.

The children are encouraged to greet and say goodbye, which helps them to develop secure and trusting relationships. They generally form good relationships with each other and sometimes spontaneously hug each other. The children who are having difficulty in settling at nursery are effectively supported by being given positive individual attention, with practitioners working well with each other, parents and the manager to seek resolutions to such difficulties.

The partnerships with parents of children who receive nursery education is good.

Effective communication is maintained through a range of methods, which promotes children receiving continuity and consistency in their care. Daily written reports about the child's day at nursery are given to all parents. Parents of older children also get monthly developmental reports and an annual parent's evening is held, to discuss their child's progress. However, this is not routinely available for younger children.

There are several lobby displays for parents to view information easily, for example, policies and procedures, staffing, and any updates. There are also notice boards in and outside each of the group rooms, containing relevant information. Newsletters are issued once a term. In addition, parents can complete a slip outside of each group room with any request they want to make, or information they want to share, which they can also do through using a suggestions box which is situated in the lobby.

Organisation

The organisation is outstanding.

The strong management team implement very effective and very well organised systems to promote the smooth running of the nursery. The manager has appropriate qualifications and experience, and promotes high levels of consistency throughout the nursery. She diligently ensures practitioners implement the nursery's policies and procedures, which are continually updated, by reviewing and monitoring practice on an on going basis. She also has set up effective systems for exchange of information

with parents.

The leadership and management of the nursery education are good.

The practitioners have attended Foundation Stage training, and continually reflect upon practice to make improvements. Planning of the curriculum and assessment records have regard to individual children's progress through the stepping stones towards the early learning goals.

The children are cared for in a well-organised environment. They are grouped appropriately, according to age and stage of development. Practitioners are deployed effectively and have a clear understanding of their roles and responsibilities. All practitioners are qualified and vetted, and there is excellent commitment to staff training.

All practitioners participate in a training needs analysis, and attend a range of in service course. There is a large training room on the premises, which is available for in house training. A range of practitioner meetings take place, including room leaders meetings, group room meetings and whole staff group meetings.

There are two spacious staff rooms available which practitioners can use during break times. The manager is diligent in forward planning to cover any absences, and has a pool of reserve practitioners. The practitioners receive an induction handbook when they start, they receive on going support and guidance, and most have been in post since the nursery opened.

Comprehensive record keeping takes place. The parents receive a starter pack, which includes all relevant information and consents to sign. All records are stored in a manner to protect confidentiality. All information is well organised and easily retrievable. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- implement good hygiene practices when children return from using the garden area
- hold babies when they are bottle feeding to enhance their well-being

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend children's independence and self care skills when eating and drinking
- provide additional routine opportunities to develop children's skills in calculation and problem solving
- extend children's creativity by allowing them additional opportunities to develop their own ideas and imagination when undertaking arts and crafts activities

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