



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 118615

DfES Number: 580503

INSPECTION DETAILS

Inspection Date 04/05/2004
Inspector Name Amanda Joy

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Creative Kids Pre-school Day Nursery
Setting Address 56 Butts Green Road
Hornchurch
Essex
RM11 2JN

REGISTERED PROVIDER DETAILS

Name Mr Barry Stack

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Creative Kids is a privately owned, the nursery is purpose built and first opened in 1996, it is situated in a residential area of Hornchurch. Families using the nursery live or work in Havering and the surrounding borough's.

It is registered for 108 children from 3 months to 5 years and 137 children are currently on roll. This includes 46 funded children, 16 funded 3 year olds and 30 funded 4 year olds. Children attend for a variety of sessions. There are currently no children attending who have special needs. The setting supports two children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:00 a.m. to 18:00 p.m..

29 staff work with children. Over half the staff have early years qualifications to NVQ Level 3. The other staff have an equivalent to level 2 or are currently working towards a recognised early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Creative Kids Day Nursery provides satisfactory standard of care for children.

Effective use is made of the staff, space and resources to ensure that children are well cared for. There are good recruitment and induction procedures in place to ensure staff are suitable to work with children. Staff regularly attend courses and workshops. The staff work well together. All the required documentation is in place although lacks detail in one area.

High priority is given to children's health and safety both in the centre and on outings. An excellent standard of hygiene is maintained, all areas for promoting children's health are good. A well balanced nutritious diet is provided and individual dietary requirements are fully met. Staff are very aware of their responsibilities

regarding child protection. No children currently attend who have special educational needs or disabilities. Children who have English as an additional language are insufficiently supported within the setting.

There is a wide range of good quality indoor and outdoor play equipment. Children have good opportunities to participate in a wide range of activities covering all areas of development. Children appear happy and play well together. Generally the care and interaction between staff and children is good however, some staff did not immediately respond to young babies needs. A good range of play equipment, books and posters display positive images of people from varying cultures, lifestyles, and abilities. Children behave well and methods to manage children's behaviour are appropriate.

The staff are committed to working in partnership with parents. Parents are well informed about the settings aims, objectives, policies and procedures. Staff are always available to talk to parents and encourage parents to feel welcome. An effective key worker system is in operation. Communication books are used well. Parents comments about the provision are positive.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure children using high chairs were safely restrained. All children using high chairs or clip chairs are securely and safely restrained.

What is being done well?

- A very good selection of resources and equipment is available to children daily. Children have good opportunities for creative and imaginary play. Children were able to select freely activities of their choice. (Standard 3)
- Children' health and safety is a high priority. There are clear written procedures regarding good hygiene practices which staff are aware of and follow. Good supervision is provided. (Standard 7)
- Provision of food is good, meals, snacks and drinks are healthy and nutritious. Individual dietary requirements are met. Food is presented well. (Standard 8)
- Partnership with parents is good, staff make every effort to ensure parents feel welcome within the nursery and ensure communication regarding the children's welfare and development is shared daily. (Standard 12)

What needs to be improved?

- staffs awareness and understanding of their responsibilities to meet all children's individual needs
- the complaints policy and procedure to be followed where a complaint has been made

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
14	Devise a complaints statement and procedure.	31/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Ensure staff interact consistently with young babies.
9	Develops staffs knowledge and understanding of supporting and including children who have English as an additional language.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Creative Kids Pre-school Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good but not always consistent. Experienced staff are confident in the purpose of activities and have a sound understanding of the areas of learning and early learning goals. Staff working in the red room have only recently started providing for funded children and are not confident in using the Foundation Stage curriculum to plan for an appropriate range of activities. In both rooms there is an over-dependence on printed worksheets which limits the opportunities children have to express themselves creatively through art and learn about the purpose of writing and practise it within their play.

Leadership and management is generally good. There is a staff appraisal system in place and a system for monitoring the effectiveness of the curriculum has very recently been introduced, although this is not fully utilised in both play rooms to identify strengths and weaknesses in teaching or children's learning. Staff attend training workshops that interest them rather than courses that will help to develop areas that are lacking in their experience. Staff have opportunities to develop leadership skills and are encouraged to plan and lead activities.

The nursery works well with parents to support children's' learning. Communication systems are in place which keep parents informed about the daily routines and themes and topics and parents actively contribute to activities. Parents and staff speak informally most days and parents are aware that they can ask to see children's' work or discuss children's progress at any time in addition to two annual open evenings where they speak individually with key workers and see children's assessments. However, limited use is made of these discussions to plan for individual children's next stage of learning.

What is being done well?

- Children have frequent opportunity to express themselves through music drama and role play both in well planned activities and within free play.
- Children are independent learners and access toys and resources confidently, making their own choices.
- The areas used by children are attractive and inviting, the play resources are of very good quality and support children's learning.

What needs to be improved?

- the planning of activities and the provision of resources which encourage children's understanding of the range of purposes for reading, writing and numbers rather than reliance on worksheets
- the planning and use of the outside play area to provide more challenge to older children
- the use of assessments for forward planning to help children to progress through the stepping stones
- staff knowledge and understanding of the Foundation Stage of learning (red room)
- the planning of systems to support children learning English as an additional language
- opportunities for children to express themselves creatively through art

What has improved since the last inspection?

Children have free access to a range of recycled cardboard and plastic boxes, tubes and cartons as well as different sized paper, envelopes and pens giving them more opportunity to design and build. There are regular timetabled opportunities during the week for children to use the resources. However, the area is not well organised and although there is ample space when it is a planned activity this is limited on a daily basis.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are eager to learn, they form positive relationships and enjoy each other's company. Independence is encouraged, they choose between a wide range of activities and are able to take care of personal needs such as dressing themselves, washing their hands and pouring out drinks as and when they need them. Children are encouraged to take turns and are able to share well. Children learn about different faiths and cultures, although this is not fully balanced.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language confidently, although there is no clear planning to support children learning English as an additional language. Children access books with pleasure and older children are beginning to recognise names and start to read, they confidently link sounds and letters. Children attempt writing and older children are beginning to form letters freely. However, children have too few opportunities to use reading and writing within role play, such as shopping lists and directories.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently, but are not consistent in their recognition of numerals. Activities are not fully planned and utilised to extend children's opportunities to see numbers in everyday situations such as the role play area or in outdoor play. Children use mathematical concepts in their play, they confidently compare sizes of objects, use language such as "in front of" and "underneath" and are beginning to understand volume and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children notice changes that occur, for example making bubbles in water and mixing paint colours. They have regular supported access to the computer and use of discovery toys, although children are not encouraged to record their findings. Children make models from recycled boxes and join them together in different ways. They are taken out to explore the local community and good use is made of the outside play area for children to find out more about the natural world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have frequent opportunity to run freely however challenges set for the older children are insufficient when the large apparatus is not available. Children are taught to handle and control small items, using pencils, brushes, scissors, cutters and cutlery with increasing control. Children are aware of the importance of keeping clean and healthy and learn about changes in their body such as their heart beating faster and feeling warmer after running around.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children frequently and confidently express themselves through the use of music, dance and role play. They sing with pleasure both in planned music sessions and whilst taking part in other activities. Children enjoy dressing up, they draw on their own experiences in role play such as shopping and packing to go on holiday as well as building on stories from television and books. However, some art activities are very adult directed and do not encourage children's imagination.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the planning of activities and the provision of resources to support children learning English as an additional language and increase children's awareness of the different purposes of reading, writing and numbers.
- Use children's individual assessments more consistently for forward planning how children will be helped to progress through the stepping stones towards the early learning goals.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.