



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 115344

DfES Number: 516034

INSPECTION DETAILS

Inspection Date	21/01/2004
Inspector Name	Deborah Lynch

SETTING DETAILS

Day Care Type	Out of School Day Care, Sessional Day Care, Creche Day Care
Setting Name	Creative Kids Pre-school
Setting Address	Youth & Family Centre West Street Erith Kent DA8 1AW

REGISTERED PROVIDER DETAILS

Name	Creative Kids Limited 04416227
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ORGANISATION DETAILS

Name	Creative Kids Limited
Address	25 Barnehurst Avenue Erith Kent DA8 3NF

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 Ltd is privately owned and operates from the Youth and Family Centre, West Street, Erith. Creative Kids opened in 1999. The setting provides a range of childcare services for children aged three-months to 11-years, including pre-school sessional care, crèche facilities and out-of-school care for school aged children.

The children are grouped according to age. The pre-school children have use of a spacious hall during school hours and crèche children, aged under three years have sole use of a smaller room. The large hall is used for after-school and holiday care. There is a fully enclosed play area available for outside play.

The setting is well established in the community and serves families from the local community.

The setting is open Monday to Friday from 9.00 to 18.00 hours. The pre-school operates from 9.00 to 11.45 and from 12.30 to 15.00 hours, term time only. The crèche also operates on a sessional basis, term-time only.

There are currently 69 children on roll, including 30 children over the age of five years. There are 33 three-year-olds, 29 of whom are funded and six funded four-year-olds.

The setting supports children with special educational needs. There are currently no children attending for whom English is an additional language.

The staff team comprises a manager and two qualified play leaders, who are responsible for the daily management of the setting. Seven members of staff work with the children, six hold a childcare qualification and one is working towards a qualification.

The setting receives support from the Bexley Early Years Development and Childcare Partnership.

How good is the Day Care?

The setting provides good quality care for children. The staff have clear routines that help children feel secure. Staff develop very good relationships with children, and they are happy and settled, during pre-school sessions, crèche and out of school activities. Staff work well as a team and this enables children to develop their confidence and self-esteem.

Activities are well planned and staff ensure that children are involved in a wide range of interesting and stimulating activities that challenge and promote development across the age ranges. Good use is made of the outdoor play area and staff cope well with the imposed landscaping.

Staff have a good general awareness of health, safety and hygiene issues, but there is no formal risk assessment. Children's dietary needs are well catered for, with a variety of nutritious snacks being served.

Staff are committed to ensuring that the individual needs of children are met, their differences acknowledged and valued. Staff have arrangements in place to safeguard children attending the setting. Staff manage children's behaviour successfully, they provide a supportive environment in which older children can develop their skills and begin to understand the effects of their behaviour on others.

The setting has a very good relationship with parents. They share information about the children and discuss activities and children's achievements. All records are shared with parents.

What has improved since the last inspection?

At the last inspection the provider agreed to review policies and procedures to ensure that all areas of operation were covered. This has now been completed and a full operational plan is in place.

What is being done well?

- Staff provide children with a secure, happy and family environment that supports children's development and self-esteem and confidence, across all age ranges.
- Children show interest in themed activities and benefit from outside visitors, who broaden children's experiences.
- Children identified as having special educational needs are supported effectively.
- Staff meet children's individual needs well. The children spend time with their key-worker building positive relationships.
- Staff use positive and consistent strategies to manage children's behaviour. Strategies are well thought out to encourage older children to take responsibility for their action and to begin to understand and respect the

needs of others.

- Staff work closely with parents, and they encourage them to play an active role in the provision.

What needs to be improved?

- the completion of a formal risk assessment.

Outcome of the inspection

Good

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

Std	Recommendation
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks.

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

How effective is the nursery education?

Creative Kids Pre-school offers good quality nursery education, which helps children make generally good progress towards the early learning goals.

Teaching is generally good. The enthusiastic, qualified staff work well together as a dedicated team. Staff have a generally good understanding of the early learning goals. They plan a range of activities covering the six areas of learning, yet the plans do not show the learning objects for the activities and as a result, staff have insufficient information to extend children's learning through the stepping stones. Staff provide a stimulating range of planned topics which provide children with good opportunities to learn about their local community and the wider world. However, learning through role play has not been fully developed. Staff support, motivate and encourage children to learn, they are aware of the varying needs of the three and four-year-olds. Staff organise small group activities for the older children, which provide different challenges to extend their learning, for example children practice mark making using individual sand trays. Staff observe and assess children's needs, but they do not make sufficient use of this information to plan for the next steps in their learning. Children learn to manage their behaviour and respond well to staff praise and encouragement. Staff have a positive attitude and clearly enjoy working with the children.

Leadership and management are generally good. There is a good working relationship between the manager and the staff, with staff feeling supported and clear about their own roles and responsibilities. There is ongoing commitment to improvement and development and a strong emphasis on staff training.

Partnership with parents is very good. The group fosters very good relationships with parents, who are welcomed into the setting to give and receive information on their child's progress. Parents are actively encouraged to be involved in their child's learning.

What is being done well?

- Staff's attitude and interactions with the children ensure that they are motivated to learn and to explore new ideas. Staff are committed to their care and learning and encourage children to manage their behaviour in an environment that maintains clear and consistent limits.
- Children are given good opportunities to extend their learning through a range of interesting activities. Older children are challenged by new and different activities.
- There is a strong emphasis on staff training and development, which demonstrates an ongoing commitment to the improvement of the quality of care and education for children.

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| <ul style="list-style-type: none">● Partnership with parents is positively encouraged. Parents are welcomed into the setting to receive and share information. |
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What needs to be improved?
<ul style="list-style-type: none">● the use of the stepping stones and the inclusion of learning objectives when planning activities and the use of assessment of children's progress to inform planning;● more opportunities for children to use their imagination in the role play area.

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested in activities and show growing confidence and concentration during free play and group activities. Children are learning to manage their behaviour, they respond to the consistent approach of staff and are beginning to understand the agreed rules of working with each other. Children show growing independence with self-care routines and confidently select resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's communication skills are developing well. Staff extend vocabulary and topic plans indicate the range of new words to be introduced and used. Children are attracted to a good selection of books, they listen well to stories. Organised sessions are teaching children to recognise the shape of letters, using practical activities, but these sessions are not linked to overall planning. Children are learning how to write their name, but they do not always write for a purpose as they play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count in everyday routines. Some children count reliably up to 10. Children benefit from the emphasis on practical activities. They enjoy ordering, matching and sorting and use mathematical language to describe shape, size, position. Children are not always encouraged to progress in simple addition and subtraction in daily situations and mathematical ideas are not always reinforced when children make patterns and print using different sized footwear.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's knowledge of their own community and the wider world is well supported through topics, visitors and outings. However, some topics do not give children sufficient time to explore new ideas and interests in depth. Children enjoy using a range of construction materials to design and build, but have few opportunities to use sand and water on a regular basis. Children are developing confidence in using technology as they operate the computer with growing skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate good co-ordination and show confidence and control as they move around the setting. Children play safely outside and show an awareness of others. Children are developing a growing awareness of hygiene and healthy eating. Children demonstrate good fine motor skills as they use a variety of tool and play materials.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are given good opportunities to explore a range of materials, textures, colours and shapes. They enjoy musical instruments and they participate well in singing rhymes. Children engage in role-play, they enjoy dressing-up and they are beginning to develop their imagination. However, the available resources are not fully used to extend children's learning in this area.	
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

- develop staff knowledge of the stepping stones to plan the curriculum, include learning objectives for activities and use assessment of children's progress to inform planning;
- ensure that children always have the opportunity to express their own ideas and develop imagination and learning in the role play area.

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.