

# Creative Minds Nursery

Inspection report for early years provision

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**Unique reference number**

EY436378

**Inspection date**

18/04/2012

**Inspector**

Rebecca Hurst

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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*.

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## **Description of the setting**

Creative Minds Nursery registered at the current premises in 2011. The nursery operates from a church hall in Peckham, in the London Borough of Southwark. A kitchen, toilet and office facilities are located on site. All rooms are laid out on ground floor level. The nursery has sole use of their areas while they are operating. There is a fully enclosed garden available for outdoor play.

The nursery is registered on the Early Years Register. A maximum of 30 children in the early years age group may be cared for at any one time. The nursery is open 51 weeks a year, Monday to Friday from 8.00am to 6.00pm. There are currently seven children on roll; all in the early years age range.

The nursery employs four members of staff, including the manager. All hold a relevant childcare qualification. A cook and cleaner are also employed by the nursery.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled because the nursery creates a stimulating, safe and secure environment. Children are valued and supported to make the most of their abilities; making good progress. The nursery staff evaluate well to highlight key areas of development. Children's independence skills are generally nurtured. The staff seek to improve the learning opportunities provided, working towards the best possible outcomes for children. As a result, the nursery has a good capacity to maintain continuous improvement.

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

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

- consider ways to fully enhance the development of children's independence skills during meal times, in particular, the preparation of fruit and serving their own meals.

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

The staff have a good understanding of child protection and how to safeguard the children in their care. Good risk assessments are in place to enable the children to play in a safe environment. Good supervision is in place to enable the children to move safely between rooms. Children practise regular fire drills so they are aware

of what to do in an emergency. These procedures enhance the children's safety. Good policies and procedures are in place and shared with the parents so they are fully aware of the setting's legal obligations.

Resources are well laid out to allow the children independent access to them. Resources are well labelled to show what is in the boxes, and what area of learning they can be used to progress the children's learning and development. This also teaches the children early word recognition. The children have access to a good amount of resources that teaches them about the wider world around them. The children look at different festivals and celebrations from around the world at a level they can understand. Staff attend regular training. Recent training has included food hygiene, first aid and special educational needs.

Staff work well with the local authority to make sure they are meeting the welfare requirements and the individual needs of the children. Staff work together alongside the local authority and the parents to set themselves realistic, workable targets to improve the outcomes for the children in their care. The self-evaluation clearly highlights their key strengths and the areas they are currently working on. Good communication is in place with the parents. Daily feedback is given to the parents and they take an active role in their children's learning. They contribute to the planning and the children's observations. These are used by the staff for future planning in order to progress the children. Although this is the first inspection since registration at this address, the manager and staff are fully aware of working on any recommendations that are set. They are able to maintain a good level of continuous improvement.

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

Children have a good sense of belonging and they are very settled and happy in the staff's care. Children happily leave their parents and carers and run into the nursery to play and to meet their friends. Children's self-esteem and confidence levels are greatly nurtured and boosted by the strong relationships they have built with the staff. The staff are skilled in asking the children open-ended questions to make them think about what they are doing. This helps them to progress well in their learning. Children are making good progress with their speech and they show that they are becoming inquisitive learners, showing curiosity in all that is going on in the nursery.

Good planning is in place. Planning includes the learning intentions and outcomes for each of the activities the children are participating in. Staff also include the parents' views and what the children have taken an interest to at home, within their planning. This enables them to meet the children's individual needs. Well written observations are in place and include the next steps of learning. This enables the staff to progress the children's learning and development. Parents meet with the staff when the children first start so they can discuss the children's starting points. The staff then use this information to plan. Children are making good progress from when they first started at the nursery.

Staff are consistent in their approach to behaviour management. They take time to talk to the children about what they are doing and the importance of sharing resources. Given the children's ages and stages of development they are well behaved. Meals are freshly cooked on the premises and are made to meet the children's dietary requirements. Children have daily opportunities to play in the well stocked garden. Children help the staff to set up the resources. They enjoy problem solving when balls go on top of sun shade. Children look around for resources to use to get the balls down, and ask the staff to help them to move chairs over to help them get the balls. Children are aware of safety issues and how to keep themselves safe within the nursery. At mealtimes the staff prepare the fruit and serve the meals. As a result, children's independence skills are not fully enhanced. Mealtimes are social occasions and staff sit with the children, talking about the effect of what they are eating has on them and the effect of exercise. This enables the children to have a good awareness of being healthy.

Children enjoy learning about rockets and space ships. They sit with the staff and the children lead a countdown to blast off, they then take their rockets on a journey around the nursery. Children enjoy playing games with the staff in the garden. They take it in turns to count when the staff ask and count the steps they are taking. Children ask the staff lots of questions about what is happening. The staff are skilled in getting the children to think about the responses to them, and for them to problem solve issues before they step in. This enables the children to enhance their skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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