

# Imagine...Creative Early Years

Wyken Community Centre, Westmorland Road, Coventry, CV2 5BP

## Inspection date

Previous inspection date

23/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children's social and emotional needs are exceptionally well met by staff. Relationships are excellent, fostering a sense of belonging and ensuring that children are confident learners.
- The provider and staff use their extensive knowledge, skills and experience with full effect to make sure that every child is consistently challenged to reach the next stage in their development. Staff are highly motivated in ensuring that children's natural curiosity is promoted and the choice of activities and resources is varied.
- The partnerships with parents and other early year providers are excellent, and staff work effectively with external agencies or services to ensure a child gets the support he or she needs. Information provided by parents enables staff to clearly identify starting points for learning, and parents' views are highly valued.
- Steps taken to safeguard children and promote their good health are robust. Staff comprehensively identify and successfully minimise potential risks. Their excellent knowledge of the signs of abuse and awareness of their responsibilities to protect children ensure that children in their care are fully safeguarded.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector held meetings with the provider/manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the provider/manager
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full Report

### Information about the setting

Imagine...Creative Early Years is privately owned and was originally registered in 2011. The nursery was re-registered when it moved to new premises in 2012 and operates from a community centre in Wyken, Coventry. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is accessible to all

children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. Children are able to attend for a variety of sessions. There are currently 23 children on roll, all of whom are in the early years age group. The nursery provides funded early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A team of six staff, including the provider, care for the children. Of these, five hold appropriate early years qualifications ranging from level 2 to level 7 and one staff member holds Early Years Professional Status. The nursery holds Pre-school Learning Alliance membership.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance opportunities for children to move freely between indoor and outdoor space; for example, by proceeding with plans to make it possible to access the outdoor play area directly.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make outstanding progress. They are extremely well supported because their key persons have an excellent knowledge and understanding of how children develop and learn. Children are challenged with full effect to ensure that they reach next steps in their learning. Comprehensive observation and assessment of children leads to planning for learning that is tailored to individual needs and interests. Children show great confidence and curiosity as they explore a stimulating learning environment within playrooms and in the outdoor play area. Communication with parents is fully effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are highly valued and there are regular opportunities to share information and plan for children's learning in the nursery and at home. Superior practice ensures that working in partnership with other early years providers is fully effective to ensure consistency of care and learning.

Children choose from an excellent variety of resources that are safe and meet their development needs exceptionally well. Older children confidently move between two

playrooms. Resources in the larger room meet the needs of all children aged from two to four years. The smaller is the designated room for older pre-school children, and they competently open and close a safety gate when entering and leaving the room. The use of different rooms ensures that the educational needs of more able children are fully met, and addresses safety for the younger children as some of the very small resources are not suitable for them to use. Older children are aware of these safety issues for the younger ones. A wide range of activities, toys and books supports children in learning about similarities and differences in each other and people in the wider world. Small group time activities, such as story times, are well organised and fully address children's different stages of development. Consequently all in the group are interested and fully engaged.

Staff continually follow each child's lead with regard to their different interests and events that are important to them. They inspire children's learning as they address the care and learning needs of individuals. For example, a group of children are keen to be involved in a conversation with a staff member about a birthday and preparing a tea party. She skilfully asks open questions to encourage children to recall, think and extend their vocabulary. All children enthusiastically write their own lists of what they will need for the party. They are asked to remember and talk in turn about how to make a cake; they talk about children who have special dietary needs and what they could eat instead. Children listen to others and speak in turn. The play environment is rich in print and numerals, a visual timetable is displayed, and pictures support children's use of Makaton. Children who speak English as an additional language are encouraged to use their home language, as well as English as they play.

Children explore and investigate, and staff continually encourage them to find out things for themselves. For example, staff suggest that children wait until their clay models are dry before they paint them, but some children prefer to paint them straight away. They are then encouraged to compare the different outcomes and decide which end result they prefer. Children use mathematical language as they decide upon the size of the piece of clay they want to mould, squeeze and model. They talk about how much water they need to add to the clay and what will happen to the clay when water is added. Skilful questioning encourages children to describe how the clay feels. They know that lots of water makes the clay 'squishy' so that they can make 'wiggly worms'. Board games, such as 'snakes and ladders', promote children's manipulative skills and mathematical development, and staff ensure that children at different stages of development can all join in. Some children are supported in counting dots on the dice, and others know how many dots are showing without needing to count them. Some children are supported in moving their counter along the board and some count quickly with one-to-one correspondence and then talk with the staff member about the double figure numerals on the board.

Children enjoy continual access to books and they enjoy listening to stories individually and in small groups. They choose to play with home corner toys and have made and decorated their own cups and plates out of clay. Older children play together and create characters and voices for small world figures. Use of the outdoor play environment for a full range of activities is given a very high priority by staff. Children choose to play outside in the snow and staff ensure that all are able to do so. Children help staff to clear the snow with spades and talk about how heavy the spade becomes when they gather lots of snow. They are thrilled as they slide down a small grass bank on a sledge. Staff identify

that children are currently unable to move freely between indoor and outdoor space, to learn in their preferred environment, as there is no direct access. Plans are being made to ensure that children can more easily make choices and use the area more flexibly by fitting a doorway into the playroom wall.

### **The contribution of the early years provision to the well-being of children**

Children are fully supported in the transition from home to the nursery setting in a manner sensitive to their different needs and those of parents. Children's personal, social and emotional development is given the highest possible priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is excellent. Children are settled, happy and confident. Staff are fully aware of young children's different emotions and ensure that all receive excellent care and support. They encourage children to play cooperatively with others, show consideration, share and take turns. Older children are sensitive to the needs of others and they readily offer help to children not as able as themselves. Children are extremely well prepared for the next stage of their learning and transitions to other settings and school. Superb organisation of resources encourages children's independence as they are able to choose and select resources for themselves. Staff consistently meets the care needs of each child in the group and respond sensitively to them as individuals. Behaviour is consistently managed with positive reinforcement in order to boost children's self-esteem. Superior practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

Staff support children well in understanding the importance of a healthy diet and managing their own hygiene and personal needs. An extremely high priority is given to providing healthy snacks. Parents provide a packed lunch for their child. They are offered advice on healthy options, but some lunch boxes contain crisps and chocolate. In order to promote healthy eating staff ask children to identify and talk about the healthy food in their boxes, which they are asked to eat first. Children learn how to protect their own health because they learn about the effects of different foods on their bodies. Children are developing an ability to attend to their self-care needs and they learn how to keep themselves safe. For example, older children learn how to use tools safely and they know that if younger ones put very small toys in their mouths, they may choke. Children's well-being is addressed extremely well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered with full effect. They enjoy activities equally in playrooms and outdoors and they confidently tell staff where they prefer to play. They develop skills and confidence with use of challenging large physical play equipment.

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

Staff provide an extremely welcoming environment and excellent measures are in place to promote children's health and safety. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. A comprehensive risk assessment

ensures that potential hazards have been identified and thoroughly addressed. Superior systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are excellent, and vetting procedures for staff are comprehensive. The provider makes sure that all staff are aware of their responsibilities to safeguard children. Parents are aware of a clear safeguarding procedure and the Local Safeguarding Children Board procedures. The provider ensures that her own and staff members' child protection knowledge is kept up to date.

The provider and senior staff members are using their vast experience and skills effectively to ensure that past outstanding provision has been maintained, since the move to new premises. Recently appointed staff members are being exceptionally well supported to ensure that children's needs are extremely well met by all. The provision is continually reviewed and improved, and the educational programmes are successfully monitored in order to ensure children's care and learning needs are fully addressed. Staff are highly successful in ensuring that all children make as much progress as they can in relation to their starting points.

The current priority for improvement is to promote children's independence even further, by enabling direct access to the outdoor area. The provision is linked to a quality assurance scheme and recently received an excellent outcome following an assessment of practice, planning, resources and documentation. The choice of resources is extensive and toys are chosen for their quality and durability as well as to meet children's needs at their different stages of development.

The information obtained from parents on their child's individual care and learning is outstanding and communication between staff and parents is excellent, ensuring that they work exceptionally well together to meet these needs. Links with other early years providers are strong in order to ensure a fully cohesive approach to each child's care and learning. Policies and procedures fully support the safe and efficient management of the provision and parents are aware of them. All documentation is exceptionally well maintained.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY452144
<b>Local authority</b>	Coventry
<b>Inspection number</b>	811812
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	30

<b>Number of children on roll</b>	23
<b>Name of provider</b>	Kieran Nina Gill
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07403 467891

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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