

Creative Minds Care and Education

St. John With St. Andrew Parish Church, 10a Meeting House Lane, LONDON, SE15 2UN

Inspection date	31/07/2013
Previous inspection date	18/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from a welcoming and inclusive nursery. They have access to a good range of play materials and resources.
- Children behave well and show good levels of confidence and independence.
- Staff work effectively with parents and other professionals to meet children's individual needs.
- Children enjoy a wide range of indoor and outdoor activities that support their learning effectively overall.

It is not yet good because

- Risk assessments do not always sufficiently cover all aspects of the environment that need to be checked or address how risks identified will be managed. This is a requirement of the Statutory Framework for the Early Years Foundation Stage.
- Systems for assessing children's achievements and for tracking their progress are not yet implemented consistently.
- The nursery does not have robust systems for self-evaluation in order to drive all possible improvements within the setting.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children taking part in activities indoors and outside in the garden.
- The inspector held discussions with the manager and members of staff.
- The inspector sampled records including children's files, planning, risk assessments and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Creative Minds Care and Education registered at the current premises in 2011. The nursery operates from a church hall in Peckham, in the London Borough of Southwark. Children have access to a hall and an enclosed area is available for outdoor play. The nursery is open from 8am to 6pm each weekday throughout the year, except for one week at Christmas and two weeks in August.

The nursery is registered on the Early Years Register. There are currently 21 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged two, three and four. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five members of staff who work with the children, including the manager. All staff hold relevant level 3 qualifications and the manager has an Early Years degree.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that risk assessments are thorough, identify all aspects of the environment that need to be checked and include how risks will be reduced or managed.

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

- improve systems for assessment and planning by making sure children's next steps are clearly linked to planned activities and that their progress towards the early learning goals is effectively monitored
- implement more rigorous systems for self-evaluation and monitoring and reviewing the provision, as part of the process of continuous development

Inspection judgements

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

Staff welcome all children into the nursery. They gather comprehensive information about each child's background, needs and starting points to make sure they provide appropriate

support. For instance, they ask parents to complete detailed registration forms and talk to them during settling-in visits. Staff make sure that children take part in a varied range of activities and experiences over the course of the day. They support children's learning appropriately by engaging in their play, asking questions and giving encouragement.

Staff make regular observations of children's achievements and complete detailed initial assessments over the first six weeks that children attend. However, ongoing assessments after this period are not used as consistently to plan activities for children and monitor their progress. This is because staff do not always link children's next steps clearly to activity planning and systems for tracking children's progress are not yet fully implemented. As a result, planned activities do not always consistently build on children's skills and offer them all possible challenges. However, staff help children learn a range of useful skills and attitudes that help prepare them for school or the next stage of learning. They encourage children to be independent and do things for themselves, such as choosing resources or pouring their own drinks. They support children's language development effectively when they talk to them as they play, encourage conversations and introduce new words.

Children enjoy painting and writing both indoors and in the garden and staff praise their efforts. Staff provide useful opportunities for children to begin to recognise their name, and children confidently find the correct name card to put on the board when they arrive. Staff include children who speak English as an additional language appropriately by finding out key words that they use at home. They support children's understanding of number, size and capacity well when they question them as they fill containers in the water tray or help children measure out the ingredients to make play dough. Staff plan a range of interesting opportunities to help children learn about the world around them. They show children how to plant seeds in pots and care for them as they grow, and children are excited when they examine an ant in the garden closely. Staff encourage children's creativity effectively. They make sure that all children can take part in a large scale painting activity and children have great fun getting messy when creating giant pictures. Children enjoy dressing up in the home corner and staff join in with their play, extending their learning by encouraging them to count out the coins to go shopping.

Staff talk to parents every day and provide opportunities for parents to discuss their child's progress. They provide a big display in the hallway offering ideas for activities that parents can continue at home. This helps involve parents in their child's learning.

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

Children are settled and happy at the nursery. The key person system is well established and children make good relationships with staff and each other. Staff are sensitive to children's individual needs and spend time making sure they settle in well. This effectively promotes children's emotional and physical well-being. Staff have a calm, consistent approach and children respond to this well. They quickly become familiar with the routines and expectations of the nursery and their behaviour is good. They play well together and learn to share and take turns. Children show good levels of independence as they help

themselves to a drink of water whenever they want to and select their own resources from a box or shelf.

The nursery is welcoming and well organised, with a good variety of age-appropriate resources available for children to choose from. There are sufficient staff at the nursery and they make sure they supervise children appropriately when they need to leave the hall to use the toilets or get their coat. They help children learn about risks and how to keep themselves safe when they show them how to use the scissors carefully or remind them why they must not run inside. Children take part in regular fire drills so that everyone knows what to do in an emergency. Staff conduct daily checks of the premises. However, their risk assessments do not always include all relevant aspects of the premises, for instance, the specific issues relating to access to the building, nor do they fully address how any new risks identified will be managed. This is a requirement of the Statutory Framework for the Early Years Foundation Stage.

Children's health is promoted effectively. Children learn to manage their own personal needs when they wash their hands before they eat. Staff offer them regular, suitably-balanced meals and snacks and children enjoy their favourite spaghetti for lunch with fruit and yogurt afterwards. Children play outside every day, enjoying the fresh air and exercise. They practise their physical skills as they ride bikes, run around or play a game with a ball.

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

This inspection took place following notification of an incident when a child left the premises unsupervised for a short period of time. The inspection found that, at the time of this incident, arrangements for keeping the building secure were not sufficiently robust and prone to human error. Following the incident, leaders and managers have taken appropriate action to make sure that all staff now follow more rigorous security procedures and that all parents are also aware of appropriate procedures for arrival and collection of children. During the inspection, the premises were secure and children were appropriately supervised at all times. However, the legal requirements of the Statutory Framework for the Early Years Foundation Stage in relation to risk assessments are not fully met, as they are not always thorough enough to identify and effectively manage all potential hazards.

Suitable arrangements are in place to safeguard children overall. There are secure procedures in place for recruitment, which help ensure that staff are well qualified and suitably vetted. All staff take part in child protection training. This ensures that they understand their responsibilities towards the children at the nursery and know what steps to take if they have concerns about a child. All required paperwork that supports the smooth day to day running of the nursery is in place. The manager monitors staff performance through regular supervision and appraisals. Staff regularly attend local training courses. This means that staff are appropriately trained and supported.

Staff show a satisfactory understanding of the learning and development requirements, although they are still developing consistent systems for monitoring and assessing children's progress. They make sure all children are included in activities according to their age and needs. They provide effective support for children with special educational needs or disabilities, for instance by involving them in smaller group activities and working closely with other professionals involved in their care. This means children benefit from a consistent approach. Staff have positive relationships with parents. Parents say that they are happy with the progress their child is making at the nursery. They comment that they feel their child is safe and staff look after them well. Parents have access to a wide variety of information about the nursery through the brochure, newsletters, the notice boards and regular meetings.

The manager of the nursery shows a commitment to developing the provision. Since the last inspection, for instance, staff have developed their skills and knowledge in supporting children with additional needs and increased the provision for two year olds. They plan to continue to develop the range of resources in the nursery and their use of the space in the hall. However, the manager is still in the process of implementing more rigorous systems for self-evaluation, so that the nursery can identify and prioritise the most important areas for future development and drive continuous improvement.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	EY436378
Local authority	Southwark
Inspection number	926883
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	21
Name of provider	Keta Patricia Skyers
Date of previous inspection	18/04/2012
Telephone number	07894 711 688

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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, which are usually the childminder's 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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