

Creative Kids Pre School Day Nursery

56 Butts Green Road, Hornchurch, Essex, RM11 2JN

Inspection date	25/09/2013
Previous inspection date	22/06/2010

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

- Staff have a secure knowledge of the Early Years Foundation Stage and use this to provide children with interesting learning opportunities.
- Staff use observations and assessment well to plan for children's next steps in their learning and help them make consistent progress in relation to their starting points.
- Children have well-established relationships with their key person, which means they form secure attachments to support their well-being.

It is not yet good because

- Planning of staff deployment at the beginning of the day is not always fully effective to maintain consistency for children in the Yellow Room
- children have limited opportunities to relax or sit quietly during the day, as there is no comfortable, inviting area to enable them to unwind or listen comfortably to a story.
- There is constant music playing in one of the rooms, which disturbs children's learning as it prevents them from fully hearing each other and staff or being able to listen to stories.

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.

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

Inspection activities

- The inspector observed the staff interacting with the children in all the playrooms, and the outdoor environment.
- The inspector spoke with staff, children and the deputy manager.
- The inspector conducted a joint observation with the deputy manager.
- The inspector sampled a range of documentation relating to children's learning and development, including children's records, learning journals and planning.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, risk assessments and staff's qualifications.

Inspector

Sue Mann

Full Report

Information about the setting

Creative Kids Pre School Day Nursery registered in 1996. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is one of two privately owned nurseries, run by the same registered provider. The nursery operates from a purpose-built building in a residential area of Hornchurch, in the London Borough of Havering. There is a large garden for outside play. The nursery is open each weekday from 7.30am until 6pm all year round.

There are currently 181 children on roll within the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 40 members of staff. Of these, 27 hold appropriate early years qualifications. One member of staff holds Early Years Professional Status.

What the setting needs to do to improve further

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

- provide cosy and welcoming areas in rooms for children to relax or share a book with staff or other children.
- use music for specific purposes during the day to develop children's ability to concentrate and listen with purpose.
- plan staff deployment at the beginning of the day to ensure it is effective for all children, particularly children in the Yellow Room.

Inspection judgements

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

Staff show a clear understanding of The Early Years Foundation Stage and provide children with a wide range of interesting activities. Therefore, all children enjoy learning through play. Staff observe children regularly to find out what they can do. This information along with contributions from parents helps staff to plan appropriate experiences that support children's learning and development. Consequently, all children make consistent progress in relation to their starting points. Staff show a clear

understanding of the importance of completing the required progress check for two-year-old children, and of how to support children who need additional help to achieve their learning goals.

Children enjoy a wide range of activities daily, through a balance of adult-led and child-led play. Staff encourage children to make their own choices as to what they would like to play with using pictures. Each picture represents a resource available to the children, which enables them to choose what they would like out. In addition, staff plan activities to support children's next steps for learning. Children enjoy listening to stories being read to them by staff. There is a suitable selection of books for children to look at on their own or have read to them. However, the children do not have comfortable book areas in each room in which to sit and listen to stories. Consequently, they sit on the floor, which means that are unable to sit comfortably to fully enjoy the story. In addition, the lack of a soft, comfortable area means that children are unable to sit and relax when they feel the need to take a break from playing. Staff in one of the rooms have music playing in the background all the time, which means that children are unable to hear each other or staff fully. Consequently, staff and children have to raise their voices to be heard, which disrupts children's learning.

Key persons work well with children to support and enhance their play. Staff sit and join in sensitively with children's play. This enables children to learn through play and extend their ideas. Staff use good questioning techniques to help children think their ideas through and make connections between different parts of their life experiences. For example, children and staff play with some electronic toys. Staff encourage the children to see what each button does and talk about what they are seeing and doing. This helps children to learn how to operate and use simple electronic toys. Staff working with the babies help them to develop their physical skills by encouraging them to move towards brightly coloured toys and resources. Staff clap and praise children for their achievements, which helps to develop their self-confidence and repeat their movements.

All children are able to develop their physical skills in the well-resourced outdoor play area. Children choose from a range of activities, which cover all seven areas of learning and development. For example, children enjoy practising their physical skills as they climb on the large climbing frame. They learn to move safely around the garden on bicycles as a 'road' has been created using paving. Children wait at the crossing for others to pass, before continuing their journey. This also helps children to learn basic road safety.

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

Children in the nursery are happy, settled and enjoy learning through play. Parents and children are warmly greeted as they arrive at the start of the day. The key person system works well for all children to provide a secure relationship, which supports their personal, social and emotional development. Children freely approach their key person for cuddles or to talk about what they are doing. Staff respond with warm, consistent care, which encourages children to develop secure attachments to their key person. The babies enjoy learning through play, supported by their key person. This attachment enables babies to

develop a strong sense of belonging to the setting, as they show through their behaviour that they feel safe and secure. Staff work well to help new children settle into their new surroundings to support their emotional well-being. Children spend time with their parents in the nursery, which enables children to explore their surroundings and develop a relationship with their key person. Parents and staff discuss each child's care needs and their current stages of learning and development, which enables staff to plan activities for children that are familiar and support their current interests. Consequently, children separate from their parents easily and are ready to learn through play.

Staff work effectively to support children as they move from one age range into the next age room. All children spend time in the garden, which enables them to see and become familiar with staff working in the other rooms. This means that children are able to move into the next age range smoothly and confidently. In addition, children visit their new rooms with their key person, which enables them to explore the new surroundings from the security of their special person. Parents are able to meet their children's new key person prior to the move, as the staff invite them in to the nursery. This enables staff to find out how parents feel about their children's learning and development and what support children may need. This helps to ensure that children are ready to learn through continuity of their care routines. Children behave well across all age ranges, as staff consistently use clear rules and gentle reminders to help children manage their own behaviour. Staff are good role models and children see and hear staff using good manners when talking to each other and the children. Consequently, children are polite, well mannered and are able to take turns and share resources with each other.

The nursery employs a cook, who ensures that all meals and snacks children have are freshly prepared, healthy and nutritious. Staff sit with children as they eat their meals. Children are secured safely in age appropriate seats. Children enjoy eating homemade chicken pie, with potatoes and vegetables for their lunch. Staff cater for individual children's needs, by cutting, pureeing or mashing children's food according to their stages of weaning or their preferences. Staff ensure that they are aware of all children's dietary needs, as they collect details about every child from their record forms. This information is regularly reviewed to ensure that staff have the most up-to-date information about each child. The staff support children's good health and well-being through strict hygiene routines and by the nursery employing cleaners to maintain the whole environment. Consequently, all areas of the nursery are clean, which minimises the risk of cross infection. Staff ensure that children wash their hands after being outside and before eating, which helps children to understand the importance of good hygiene practices to help them manage their own personal hygiene routines.

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

Management meet the legal requirements of the Statutory Framework for the Early Years Foundation Stage. All staff show a clear understanding of the importance of safeguarding children and the steps to take should they have a concern about a child in their care to help keep them safe. Management demonstrate a sound understanding of notifying the

regulator and the reasons to do so. The staff use thorough risk assessments and daily visual checks to ensure that the nursery environment is safe for the children who attend.

Children enjoy continuity of care, as staff turnover is low. Consequently, children know the staff well, and are able to move into new age groups easily. However, planning and procedures for staff deployment in the Yellow Room are not always effective at the beginning of the day. Contingency arrangements to provide additional staff in this room when the number of children exceeds the expected number rely on management intervention and do not ensure consistency for this group of children. Robust and rigorous recruitment procedures are in place to ensure that all new staff are thoroughly vetted and checked to ensure they are suitable to be working with children. Regular supervisions, appraisals and room meetings support staff in their roles, and enable them to request additional training or support as required to help them improve their practice and the outcomes for children. Consequently, children receive good support to make consistent progress towards the next stages of their learning or their move to school. Partnerships with parents work well to ensure continuity of children's care routines. Information sharing at the end of each session means that parents find out what their children have done during the day. This two-way flow of information enables parents to share what they have seen their children do at home, which helps staff to plan to meet those interests.

The manager and staff use reflective practice and self-evaluation to monitor the effectiveness of the educational programmes and the learning opportunities that children receive. Consequently, children receive good support. They enjoy their learning through a wide range of activities and experiences that staff provide to meet all children's learning and development needs. The manager uses staff meetings to find out staff's views on the nursery and any areas that they feel could be improved. Parents contribute to the evaluation process verbally or through the comments box in the hallway. One area identified for improvement is to enable children to enjoy fresh air and outdoor play all year round by erecting a large canopy across the back of the nursery to provide shade and shelter for children so they can play safely and in comfort.

Staff have made links with the many schools that children will attend. Some teachers local to the nursery come and meet their new children prior to the start of the new term, which enables children to meet them on familiar surroundings. Teachers from schools further away speak to staff over the telephone, which enables them to find out what children can do. Consequently, this means that children are able to settle into school supported by continuity in their care, learning and development routines. Wider partnerships with external professionals work well to support children with special educational needs and/or disabilities. Staff seek advice and guidance from professionals such as special educational needs advisors, which enables them to put in place appropriate support to help all children make consistent progress in relation to their starting points. This means that children are ready for the next stage in their learning or the move to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	118615
Local authority	Havering
Inspection number	909137
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	108
Number of children on roll	143
Name of provider	Barry Stack
Date of previous inspection	22/06/2010
Telephone number	01708 445656

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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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