

# Creative Kids

69 Main Road, Romford, Essex, RM2 5EH

<b>Inspection date</b>	05/01/2015
Previous inspection date	17/02/2009

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

## The quality and standards of the early years provision

### This provision is good

- Staff provide children with a good range of resources to promote their learning through play, which helps them to progress and achieve effectively.
- Staff have established warm, friendly and caring relationships with the children. Therefore children are happy and settled.
- Kitchen staff are skilled at preparing and offering children with complex dietary needs, healthy alternatives during mealtimes. This means children are supported well.
- Young children's care routines are managed so that their individual needs are met well.

### It is not yet outstanding because

- Staff miss opportunities to discuss with children the importance of healthy foods and the positive effects of healthy foods on their bodies and physical development.

## 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 examined a range of documents, including children's and staff's files.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to children and a number of parents during the inspection.
- The inspector carried out discussions with the manager and staff throughout the inspection.
- The inspector observed staff and children engaged in activities during the inspection.

## Inspector

Caroline Preston

## Full report

### Information about the setting

Creative Kids is one of two nurseries run by Creative Kids Pre-School Day Nursery Limited. It registered in 2004 and operates from eight playrooms in a purpose-built building in Gidea Park in the London Borough of Havering. The nursery is located within walking distance of schools, shops and the railway station in Gidea Park. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register. The nursery opens five days a week all year round. Operating times are from 8am until 6pm. There are currently 200 children on roll. The nursery serves the local community and wider areas. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The provider employs 40 staff, all of whom hold appropriate early years qualifications. Specialist teachers work with the children for French and music and movement.

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

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

- extend children's knowledge of the importance of eating healthy foods during mealtimes.

### Inspection judgements

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

Staff offer children good opportunities to learn and develop in all their areas of learning. Therefore, children progress well as they move on to their next stage of development. Staff carry out good initial written observations and assessments when children start so that they can identify any gaps in development. They continue to do this every three months, so that the staff are aware of all children's levels of development. This enables them to plan efficiently to promote every child's learning. This ensures all children have equal access to good learning opportunities, appropriate to their individual needs.

Staff provide small babies with many resources that engage their interest and help them use their senses. For example, babies enjoy shaking various rattles, developing their physical skills. Babies crawl and walk over to the low-level shelves and they confidently pull them open. They explore what is inside the plastic boxes, placing the toys on the carpet as they investigate different objects. Babies enjoy the musical instruments staff provide as they listen and move to the music of the programmable toys. Staff provide soft cushions and clear carpet space, so that babies can move freely. Staff sit and play with babies, offering comfort and security. Babies enjoy good opportunities to be creative and explore colour and make marks using paintbrushes.

Staff teach children to learn new vocabulary by talking to them, questioning them and engaging with them during play. Staff help children to learn new nursery rhymes by singing with them and teaching them familiar songs. Staff sit and read stories to children, so that they are familiar with words and print and develop good early literacy skills. Staff sit and help children build towers with bricks, teaching children how to count and begin to develop early mathematical skills. Staff teach children to socialise by providing a good variety of small group activities, such as painting, circle time and social mealtimes. Children enjoy playing with the sand as they weigh, pour and measure using various tools, and learn about natural resources. Staff sing with children, teaching them where their ears, toes and other parts of their body are. This helps young children learn new words and develop an awareness of themselves. However, staff miss opportunities to discuss with children the importance of how healthy foods supports their growth and physical development.

During the inspection, staff sat with children as they enjoyed playing imaginatively with different sized dinosaurs and real soil. This promoted children's social skills and language as they sat and played in small groups. They talked about dinosaurs, where they lived and came from, and they enjoyed the sensory experience of feeling and smelling the soil. All of which helps children develop an understanding of the past and animals. Through taking part in the learning activities, children are helped to prepare well for school.

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

All children are settled and happy at the nursery and they greet staff enthusiastically as they arrive. Staff are effective key persons as they know the children well and help them settle. The staff also work closely with parents, building good professional relationships. This means children are secure and confident when they are at the nursery, so learn easily. Staff are good role models. They are kind and affectionate with the children and attend to their care needs sensitively. Children behave well because staff teach them about behaviour rules. Staff praise and encourage children, promoting their good levels of confidence and self-esteem. Staff work well with parents, sharing behaviour strategies between home and the nursery, so there is consistency in helping children learn how to behave.

Staff teach children about safety effectively, for example by practising fire drills at the nursery. They discuss road safety and general safety during play. This means children develop an awareness of the importance of keeping safe. The nursery provides children with healthy, nutritious meals to promote their good health. Information about the menus is put on display for parents to view so they are aware of the food their child eats. The cook prepares meals for children with complex dietary needs. This ensures that the nursery meets all children's needs carefully and promotes equality of opportunity for every child. However, staff do not always make the most of opportunities to teach child how eating healthy food contributes to their good health and physical well-being.

Staff teach children positively about diversity, through the celebration of various festivals and use of different play resources. Children also view the meaningful posters in the

nursery which show positive images of others in the world around them. Staff provide children with good opportunities for daily outdoor play in the large, well-resourced garden. Children enjoy fresh air and exercise and learn about healthy lifestyles as they develop a good range of physical skills. Staff teach children to manage their own personal needs independently and confidently, for example using the toilet and hand washing. Children learn to dress and undress as they put on their coats for garden play or when getting ready for rest and sleep. Staff provide children with a good range of play resources to meet their developmental needs and help them to progress to their next stage of learning. Staff have developed good links with local schools to help children move on to full-time education smoothly. Teachers visit the nursery and staff exchange a good amount of information with them about children's development.

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

Effective leadership of the nursery means that children make good progress and develop. This also ensures that any gaps in children's development are closed. Staff undertake regular supervisions and take part in regular team meetings. This means that all staff are monitored effectively and helped to develop professionally. They are offered regular opportunities for further training, to improve their childcare knowledge. For example, all staff are first-aid trained and trained in health and safety and food hygiene.

The provider understands their responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements. Staff are knowledgeable in following the nursery's safeguarding policy and procedures to protect children. They understand how to identify any concerns and report these to the nursery's safeguarding officer to help to keep children safe. Staff complete daily detailed written risk assessments. This means they remove any possible hazards to children and help keep them safe.

Staff have established good relationships with parents. They provide parents with regular newsletters, daily record sheets and parental meetings to discuss their children's progress. Staff provide parents with good information about topics they are covering and how they can carry on the learning at home. For example, staff encourage parents to read at home and give feedback to staff of how their children are progressing at home. Staff also encourage parents to take the nursery soft toys home and photograph these with the children. They request that parents write about the experiences the soft toy has at home, for example trips out with children and family. This helps staff learn about the child's home life and develops stronger relationships with parents.

Staff work effectively with external agencies to meet the needs of children. This helps all children progress and promotes equality of opportunity. The nursery work well in developing self-evaluation systems to improve practice. The nursery has also developed childcare practice by caring for children with more complex needs and training staff for this. Staff have undertaken further training to develop their childcare knowledge, which

benefits children.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY286894
<b>Local authority</b>	Havering
<b>Inspection number</b>	833693
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	114
<b>Number of children on roll</b>	200
<b>Name of provider</b>	Creative Kids Pre-School Day Nursery Limited
<b>Date of previous inspection</b>	17/02/2009
<b>Telephone number</b>	01708 744566 accounts 747577

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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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