

Creative Minds Care and Education



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

Inspection date	28 April 2016
Previous inspection date	31 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress. Staff monitor all children's development well, including children who have special educational needs or disability. Staff give children the individual support they need as they develop skills in all areas.
- Staff provide a stimulating environment for children. They plan activities which challenge children and motivate them to learn.
- Staff carry out thorough risk assessments to minimise risks to children's safety. The manager continuously reviews the setting and makes changes when they are necessary. She has addressed the areas highlighted at the previous inspection.
- Staff provide a warm and welcoming environment. Children are content and form close bonds with staff.
- Partnerships with parents are strong. For example, parents provide regular verbal and written feedback to the manager. Good partnerships with key staff promote children's progress effectively, for example, achievements at home are shared with staff.

It is not yet outstanding because:

- On occasion, planned activities do not precisely meet the learning needs of all children.
- Staff miss some opportunities to fully support children as they learn to manage their behaviour.

What the setting needs to do to improve further

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

- enhance further the organisation of planned activities to ensure that all children are appropriately challenged and engaged
- provide all children with consistent messages to help them fully understand the setting's expectations for behaviour.

Inspection activities

- The inspector observed activities in all areas of the setting and assessed the impact of teaching on children's progress and learning.
- The inspector took account of parents' spoken and written views about the setting.
- The inspector spoke to children, parents, staff and managers at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector reviewed a range of documentation including staff files and children's development folders.

Inspector

Lesley Hodges

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have good knowledge of safeguarding issues. For example, they understand the procedures to follow if they have concerns about a child's welfare. The manager checks staff's details to ensure that they are suitable to work with children. The manager demonstrates a very positive approach to evaluating the setting. She identifies areas for improvement well. For example, she has reviewed procedures for when children arrive at and leave the setting, and staff manage these well. The manager uses a range of ways to check the effectiveness of teaching and learning, such as regular supervision meetings which give the manager and staff the opportunity to discuss any areas of practice where they need training or support.

Quality of teaching, learning and assessment is good

Children are keen to take part in the full range of activities on offer. For example, they played role play games such as pretending to go on a bus journey and making cakes with dough. Children enjoyed using their imagination in this play. They excitedly added different resources, such as tickets, chairs and shape cutters, to enhance their different play experiences. Staff skilfully encourage children's interest in stories in different ways. For example, they provide attractive book areas that children enjoy. Staff help children to develop an interest in reading by, for example, sharing books with children in small groups. Children enjoy taking an active part in stories, such as repeating sounds and naming favourite characters.

Personal development, behaviour and welfare are good

Children develop confidence at the setting. For example, they make choices about what to play with and where to play. Outside play in the fresh air helps to support children's healthy lifestyles. Staff promote children's independence skills well. For example, they encourage all children to take an active part during routines, such as serving lunch themselves and helping to prepare tables. Staff provide healthy snacks and meals for children. Children chat with their friends and staff as they eat. Discussions about the different healthy food items help children to understand about nutrition and healthy choices.

Outcomes for children are good

All children make good progress in the setting. Children develop the skills they need for the next stage in their learning. For example, older children learn how to recognise their names and enjoy writing and drawing. Staff build on children's interest in mathematics. For example, they talk about shapes, sizes and colours with children during play.

Setting details

Unique reference number	EY436378
Local authority	Southwark
Inspection number	1028448
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	42
Name of provider	Keta Patricia Skyers
Date of previous inspection	31 July 2013
Telephone number	020 7732 4168 or 07976300658

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. 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 receives funding for the provision of free early education to children aged two, three and four years. There are seven members of staff, including the manager and cook. All staff working directly with children hold relevant level 3 qualifications, and the manager has an early years degree.

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.

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