

Creative Minds Care and Education

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



Inspection date	16 May 2019
Previous inspection date	28 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The environment is stimulating and welcoming. Staff make good use of both the indoor and outdoor space, and they provide a variety of interesting resources.
- Children make good progress and have a range of opportunities to develop their reading and writing skills.
- The staff know the children well and ensure that they feel secure. Children get on well with the staff and with one another.
- Partnership with parents is good. Staff hold regular conversations with parents about their children's learning and how this could be extended at home. Discussion with parents helps to inform planning and the support that staff provide.
- Children are successfully engaged during some group times, especially where activities are well matched to their interests. Occasionally, staff manage children's behaviour less well during group sessions and some children become disengaged.
- The manager sets high expectations and reviews the quality of provision. However, assessment does not clearly show children's progress across all areas of learning. As a result, patterns of progress for different groups or gaps in development are not easily identified.

What the setting needs to do to improve further

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

- improve the assessment of children's progress across all areas of learning to identify any patterns and gaps in their development
- review how well group-time activities reflect children's interests so that they are more fully engaged and their behaviour improves.

Inspection activities

- The inspector had a tour of the premises.
- The inspector spoke with staff, children and parents, where appropriate, to gain their views.
- The inspector viewed various documentation, including staff's files and children's files, to check the progress they are making.
- The inspector spent time observing children's play and the interactions between children and staff, and the impact these have on children's learning indoors and outdoors.
- The inspector carried out a joint observation with the manager.

Inspector

Rheanne Wotherspoon

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of what action to take if they have any concerns about a child's safety or well-being. The manager understands the importance of partnership with parents and outside agencies and has created a strong culture of parent partnership within the setting. The manager is mostly based within the room, and some of this time is used to observe staff and provide feedback, as well as review the quality of the provision for the children. An example of this is the introduction of sand timers to help children manage their feelings and support them with turn taking and sharing. The manager has ongoing discussions to encourage and support staff's professional development. There is further need for staff to be able to evaluate and reflect on the quality and impact of their teaching, especially group activities.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children are supported and given a range of opportunities to develop their early writing and reading skills. For example, during a play dough activity they confidently read their names and identified what letters belonged in their names and even those of their friends. Staff use questioning well to support children's learning. For example, staff asked children what they thought ducks eat as they talked with them after singing 'Five Little Ducks'. Staff are able to identify when children are enjoying talking about particular topics and build on their learning. At times, staff help children to make good links between their personal home experiences and objects, books and resources within the nursery environment. Children are praised verbally for their efforts and encouraged to independently put on their coats and even help others.

Personal development, behaviour and welfare are good

The environment is stimulating and welcoming. Children come into nursery keen, happy and ready to play with their friends and the staff. Children form good attachments with adults. For example, when a child was tearful about leaving their mother and sibling, staff comforted the child, who quickly settled and happily went off to play with friends. Children have opportunities throughout the day to play and exercise outside. During lunchtime, they have the opportunity to serve themselves and scrape their own plates. This helps children grow in their self-care skills and enables them to choose what and how much they want to eat from a healthy range of food. Children are caring and kind to one another.

Outcomes for children are good

Children communicate their thoughts and ideas confidently to each other and staff. They are confident in choosing what activity they would like to do. For example, when going outside children decided to take the treasure maps they made earlier in the day into the garden. They enjoyed running around and following their treasure maps for a short while, before engaging in other activities. Children are given the opportunity to take home a new book every day, and they enjoy selecting their own books to read. It is clear that children have a good enjoyment of books, which is helping to develop their early reading skills and prepare them for the next stage in their learning.

Setting details

Unique reference number	EY436378
Local authority	Southwark
Inspection number	10074967
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	16
Name of registered person	Skyers, Keta Patricia
Registered person unique reference number	RP511790
Date of previous inspection	28 April 2016
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 six members of staff, including the manager and cook. All staff working directly with children hold relevant level 2 and 3 qualifications, and the manager has an early years degree.

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