

# Inspection of Creative Flair Childcare Ltd

112 Oldfield Road, Coventry, Warwickshire CV5 8FW

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Inspection date: 16 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

The nursery environment is warm and inviting. Managers and staff are welcoming. Children are happy and content. They display highly positive attitudes towards attending. Children and their families build positive relationships with key staff within their rooms. Pre-school children comment they like coming to nursery. They chat confidently about the different experiences provided and state that their teachers are nice.

Staff know children well. Children's care needs are sensitively promoted and well managed, including any medical needs or dietary requirements they have. The impact of COVID-19 has been carefully considered on staff and children. Adaptations to practice, including enhanced cleanliness routines and rigorous hygiene practices, have helped reduce the spread of infection. This helps to promote children's good health.

Staff have good expectations of children's abilities. They respect their choices and promote their interests. Children behave well and cooperate with the nursery routines. Children have lots of fun. Staff provide a range of sensory, creative and messy play experiences, following the nursery ethos. Babies and toddlers enjoy making and experimenting with play dough. Pre-school children enjoy craft activities, such as potato printing. All children are keen to play and explore. They begin to focus and concentrate when required and spend good periods of time engaged in activities. All children make good progress in their learning.

## What does the early years setting do well and what does it need to do better?

- Managers are passionate. They have a sound overview of the nursery quality and have some clear ideas about how to develop the provision. However, there is scope to further include staff in reflecting on the quality of education and use the information obtained to build on their professional development opportunities.
- Managers supervise staff, who comment that they feel well supported in their roles, both personally and professionally. All staff have a clear understanding of their key responsibilities. The majority of the staff team are well qualified and trained. Overall, this helps to promote good practice.
- The curriculum is very child-led. Staff observe children, assess their abilities and use what they know to plan activities. However, there is scope to embed the curriculum more securely. Occasionally, staff do not fully consider the best ways they can teach certain aspects of learning through well-sequenced activities. This means the intent behind some planned activities is not always clear enough to help fully extend children's learning and promote best possible progress.
- Children with special educational needs and/or disabilities are well supported.

Staff use early screening assessments to swiftly identify where children require additional support. They speak to their parents and implement 'my support' plans to help them catch up. They also liaise well with relevant professionals and readily use their advice to ensure all children benefit from the help they need.

- The atmosphere in the nursery is calm and relaxed throughout. Toddlers are learning about the basics of right and wrong. Staff are swift to intervene if they display any unwanted behaviours. Pre-school children demonstrate good understanding of the clear nursery behaviour expectations and boundaries.
- Children learn about the importance of healthy lifestyles. Staff take children outside daily so they benefit from fresh air and physical exercise. A nutritious menu is provided and children enjoy cooking with their teachers. Pre-school children have recently made soup. They confidently talk about the vegetables needed and what the process involved.
- Children develop independence. They express their own ideas and make choices about what they want to do. They learn to eat snacks and meals sensibly at the table and use the bathroom for handwashing and going to the toilet, with minimal support. Pre-school children develop the essential skills they need for school.
- Communication, language and literacy is a key focus at this nursery. Babies babble happily as they play with staff, who introduce them to new sounds and words. Staff speak to toddlers continually, promoting lots of simple back-and-forth interactions. Toddlers also love making marks using crayons and pens. Pre-school children learn to recognise the first letter of their names during circle time, and they enjoy reading stories with their peers. They also delight in singing sessions provided by an external professional.
- Partnerships with parents are good. Two-way information about children's care and learning is shared. Parents are very happy with the service provided.

## Safeguarding

The arrangements for safeguarding are effective.

The recruitment processes are robust. All staff are suitably vetted and all new staff benefit from a comprehensive induction. Staff quickly become familiar with their key roles. Managers' and staff's safeguarding knowledge is good. They fully understand their responsibility to identify and manage any concerns they have about children's welfare. The nursery environment is clean, secure and suitable throughout. Risk assessments are implemented effectively by staff, who complete daily health and safety checks of all areas in use. The majority of staff are first-aid trained. They are efficient in managing accidents and keeping appropriate records of any unavoidable injuries children sustain. This helps to keep children safe.

## What does the setting need to do to improve?

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

- embed the curriculum more securely and enhance the intent behind planned activities to help extend children's learning even further to help promote best possible progress
- fully include staff in reflecting on the quality of education throughout the nursery and use the information obtained to build on their professional development opportunities.

## Setting details

<b>Unique reference number</b>	EY561850
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10210415
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Creative Flair Childcare Ltd
<b>Registered person unique reference number</b>	RP538246
<b>Telephone number</b>	02476 679038
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Creative Flair Childcare Ltd was registered in 2018. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above, including five with varying qualifications at degree level. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Josephine Heath

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- The inspector toured the nursery premises with the provider and manager and conducted learning walk discussions to review the curriculum, educational resources and activities provided.
- The inspector observed the quality of teaching during activities across all three nursery rooms. She assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

We carried out this inspection 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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