

# Inspection of Imagine...Creative Early Years Nursey

Wyken Community Centre, Westmorland Road, Coventry CV2 5BP

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Inspection date:

8 December 2021

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children are happy, settled and flourish at this nursery. They are excited to explore the inspiring creative spaces that quickly capture their interests. Staff see the learning potential in everything children do. They embrace children's ideas and sequence their learning in a way that helps all children to become highly motivated learners. Staff consider the diverse needs of children attending. They value children's differences and celebrate their unique qualities. Staff support children who speak English as an additional language and those with special educational needs and/or disabilities exceptionally well. As a result, all children make rapid progress.

Children are immersed in the nursery's language rich environment. There is a buzz of excitement as children confidently chat away to staff and each other. Children excitedly sing familiar songs and rhymes and retell their favourite stories. Babies and toddlers are curious and inquisitive. They delight as they freely explore paint and materials with their hands, feet and bodies. Two- and three-year-old children concentrate for extensive periods of time as they create with clay. They know to add water when the clay becomes dry and enjoy feeling the textures. Children show great control and perseverance as they mould using their hands and use a range of tools safely. Older children show deep-level thinking and articulate what they know confidently. They show that they have remembered projects they have taken part in, such as learning about the changes in seasons. They are very proud to show their creative skills through the pictures they have drawn.

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

- Leaders go above and beyond and are inspirational. They are passionate about putting children at the heart of their provision. Leaders continually research and use innovative ideas to implement an ambitious and unique curriculum that is securely embedded across the whole provision.
- Staff are excellent role models. They sit alongside children and incisively know when to join in with their exploratory play. They respond appropriately to test out their ideas and encourage their thinking. Consequently, children are confident to make decisions, solve problems and persevere at tasks.
- Staff routinely teach children about cultures, backgrounds and family types through stories and discussions. They talk to children about their aspirations and about their play to widen their knowledge and challenge gender stereotypes. Children confidently create pictures of themselves and enjoy talking about what makes them unique. They show a real sense of belonging.
- Staff prioritise children's communication and language development. They respond skilfully to the non-verbal cues of babies and children with limited language. They know when to comment, sing, and introduce materials to

capture their interest. Staff consistently introduce new words during children's play. They know when to sit back and observe, questioning at the right time to engage children in detailed conversations. This results in children becoming confident communicators.

- Leaders strive to sustain a high-quality workforce. They are exceptional role models and provide staff with incisive supervision that helps develop their practice. Leaders support apprentices to understand the curriculum and ethos of the nursery. Staff are valued at every level and they independently complete research to take projects forward that inspire children to learn.
- Staff recognise the importance of physical play for babies' and young children's brain development. They focus on building babies' core strength ready for future learning. Children show increasing control, balance and coordination as they build, construct and walk along the bridges they have created. They show great independence as they dress appropriately for outdoor play.
- Staff develop strong partnerships with parents and value the role parents play in their children's learning. The shared approach to learning contributes to children being confident and self-assured. Parents comment, 'how wonderful managers and staff are' and that 'the experiences their children receive are amazing'.
- Staff have high expectations for every child and rigorously focus on what children need to learn next. They act quickly when children are not developing typically for their age. Staff work successfully with other professionals and parents. They continually review targets to ensure every child benefits from the curriculum. Leaders use funding to source training for staff in order to meet children's specific needs. This results in high-quality teaching that helps all children to swiftly catch up.
- Since returning from the COVID-19 pandemic restrictions, staff have focused on helping children to manage their own feelings and behaviours. They support children to express and understand their emotions, and those of their friends, through using actions, expression and words. This results in children being very respectful of each other. They are kind, caring and negotiate their play together.
- Staff ensure every child's care is tailored to their individual needs. They show respect as they talk to children about having their nappy changed. Children learn to manage their personal care needs well.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open culture of safeguarding at this nursery. All staff have children's safety and well-being at the forefront of their minds. Leaders actively encourage staff to consider all risks to children. Staff make pledges on how they individually and collectively keep children safe. Staff are aware of those children and families who may be vulnerable. They proactively work with families and other agencies and continually review information to ensure any action or early intervention is promptly taken. Staff help children to take measured risks and they consistently encourage them to be aware of how to keep themselves and others safe. As a result, children confidently talk about how to play safely and how to handle

resources in a safe way.

## Setting details

<b>Unique reference number</b>	EY452144
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10216526
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Gill, Kieran Nina
<b>Registered person unique reference number</b>	RP903252
<b>Telephone number</b>	07403 467891
<b>Date of previous inspection</b>	10 April 2019

## Information about this early years setting

Imagine...Creative Early Years Nursery originally registered in 2011. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for children aged two, three and four years. A team of 12 staff, including the provider, care for the children and all hold appropriate early years qualifications from level 2 to level 7. One staff member holds early years professional status and another holds qualified teacher status.

## Information about this inspection

### Inspector

Emma McCabe

## 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 of the provider.
- Children spoke to the inspector about what they enjoy doing while they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke with the nominated individual and the managers about the leadership and management of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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