

Inspection of Cre8tive Play @ Sharen Jane's

Plantin House, Ashford TN24 8ES

Inspection date: 31 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children separate well from their parents on arrival at the small but welcoming setting, that offers a home-from-home feeling. They explore and engage with the activities and resources that have been set up to meet their needs. Children are happy and confident as they play freely.

Children develop close bonds with their key staff. They demonstrate that they feel safe and secure as staff show them care and affection during settling-in sessions. For example, they quickly begin to explore new environments independently with encouragement from staff. Children respond positively to these interactions, that support their emotion well-being.

Children relish playing in the outside space. They learn to take risks and benefit from being out in the fresh air as they learn about the natural world. For example, children use see-through umbrellas and watch as the snow falls around them. They develop their vocabulary, as they use new words.

All children have high expectations set for them by staff. This includes children with special educational needs and/or disabilities. For instance, children receive targeted intervention, so that they make good progress from their starting points. Children develop well across the seven areas of learning.

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

- Staff know the children well and plan activities that meet their needs. Children benefit from the range of activities that are on offer, both inside and outside in the garden. For example, children recently learned about the life cycles of plants. Children plant cress seeds and learn what is needed to help them grow.
- Children are developing their fine motors skills well. The environment is arranged to provide plenty of opportunities for children to mark make. However, older children lack confidence when recognising familiar print, such as their own names when they self-register. The manager is already implementing strategies to support children further with their early literacy skills, in preparation for their next stage of learning.
- Children behave well across the setting, they share and take turns with their friends. Children respond well to gentle reminders staff give about the rules of play. For instance, children encourage their peers to sit next to them after staff remind them about sharing cars and play mats.
- Staff share a consistent approach to managing children's expectations across the setting. For example, they gently ring some bells to mark a change in their routine. Staff role model being good listeners by wiggling their fingers to show that they are listening. They give clear instructions that are easily understood by

even the youngest of children consistently.

- Children are developing a good understanding of people and families outside of their own. Staff regularly teach children about festivals and cultures of the wider world. Children are given opportunities to take part in dance lessons that are reflective of different cultures of the staff. For instance, children recently enjoyed belly dancing with scarfs from Tunisia and Turkey, and a Balinese river dance.
- Children are learning to be independent in their self-care. For example, children that are potty training are encouraged to toilet independently and wash their hands afterwards, while being supported by staff. Older children independently put on their coats and shoes to go outside. However, on occasions, staff interrupt children's learning to change their nappies. This has an impact on their engagement in play.
- The leadership and management of the setting is good. The managers develop close working relationships with the staff and parents. For instance, parents feedback how happy they are with the flexible approach that the managers offer at the setting. They compliment them and their team for their family-centred approach to the care and education of their children.
- The managers have worked hard to improve the setting. They are realistic but ambitious about implementing further changes to continually improve. The managers have effective supervision processes in place and operate an open-door policy for all staff. This helps staff feel valued and supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Staff are able to talk confidently about a range of safeguarding and child protection issues. This includes how and where to appropriately refer concerns for children's welfare. Staff know how to protect children in their care from harm and keep them safe. They have a good understanding of a range of potential risks, including wider safeguarding concerns, such as those linking to radicalisation and drugs. Managers and staff all receive regular safeguarding training to ensure their knowledge is up to date. Staff carry out regular risk assessments to make sure the environment is safe. Safeguarding is embedded in daily practice 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:

- continue to improve early literacy opportunities within the environment, so children learn to recognise familiar print, such as their names, to support them in the next stage of their development
- reduce the impact of care routines on children's learning, especially for younger children who are not yet independent in their self care.

Setting details

Unique reference number	EY535945
Local authority	Kent
Inspection number	10221733
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	66
Name of registered person	Cre8tive Play @ Sharen Jane's Limited
Registered person unique reference number	RP535944
Telephone number	01233629211
Date of previous inspection	7 February 2019

Information about this early years setting

Cre8tive Play @ Sharen Jane's registered in 2016 and is located in Ashford, Kent. The setting is open Monday to Friday from 7.30am to 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years. The setting employs 12 members of staff, six of whom hold relevant early years qualifications at level 2 and above.

Information about this inspection

Inspector
Nicky Webb

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of group activities with the manager.
- The inspector spoke to several 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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