

Inspection of Creative Minds Nursery

25 Stanhope Road, DEAL, Kent CT14 6AD

Inspection date: 20 April 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this hugely inclusive nursery, where there are high expectations for all children. The environment is calm and interesting. In the pre-school room, children confidently access activities. For example, they build with blocks, listen to stories and explore mark making. Staff use opportunities well to extend children's language as they happily chat during their play. Younger toddlers excitedly choose songs to sing and giggle as they join in with the actions.

Children behave well and have good relationships with each other. For example, they understand the needs of others, and, when rarely needed, staff offer gentle guidance to support them. Children use the newly developed garden area with delight. Staff are close by to provide effective support. Children engage and explore a range of activities to benefit their physical skills, as well as all other areas of development. For example, babies move around freely to explore sensory activities, such as sand. Older children ride bikes, do puzzles and explore the pirate ship with interest.

As a result of the COVID-19 pandemic, the manager and staff continue to take measures to support everyone's safety. For example, children are dropped off at the garden entrance or the front door. The management team has closely monitored any impact of the pandemic. Children's progress continues to be well assessed, and effective plans are put in place to ensure that there are no gaps in their development.

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

- Children with special educational needs and/or disabilities (SEND) receive excellent support. Staff have a thorough knowledge of each child. They take swift action to source additional funding and implement highly effective support plans. Staff work well with a range of other professionals. As a result, children with SEND make consistently good progress from their individual starting points. However, some of the best practice used to support children with SEND with their communication and language is not consistently used with all children who would benefit.
- Staff have good relationships with parents. They observe children and keep parents up to date of their children's overall progress. Parents report that they are happy with the nursery and their children enjoy their time with staff. Parents say that they know their children make good progress and are ready for their next stage of learning at school.
- The management team supports staff well. Staff relish the opportunity to share good practice between the rooms and regularly observe each other's practice. Staff comment that they like the professional discussions this brings and helps

them to consider new ways of working.

- Additional funding is used effectively to support children. For example, staff developed the garden to benefit children who have limited access to outdoor space. Children excitedly challenge themselves on the new climbing equipment and quickly develop new skills. Consequently, children develop a good range of skills to support their overall development.
- Children benefit from strong bonds with their key persons, who know their individual needs well. Staff carefully observe and make notes of children's interests and care preferences. For example, they make notes on the board in each room as reminders to themselves and others about any changes to children's routines. This supports children to receive continuity in their care and learning.
- Overall, children show high levels of engagement in their play and learning. For example, the pre-school children explore the texture of foam with their hands with interest. Younger toddlers engage in music and movement and explore different ways of moving. However, the learning support for babies is not as consistent. At times, the youngest children receive less engagement from staff to involve them in learning to extend their skills.
- The management team has clear aims for the curriculum offered to children. Each room builds age-appropriate activities into the day, to aid children's development. In the older toddler room, in particular, children thrive. Staff have worked hard to ensure that key times of the day are positive and enjoyable. For example, children enjoy active time in the morning and this best practice has been shared with other rooms in the nursery. During lunchtime, children are calm and receive excellent support to wash their hands and find their lunch with ease.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of their role to safeguard children. They know what action to take if they have concerns about a child's welfare. The safeguarding leads meet regularly to share updated child protection information. The manager has processes in place to ensure that she has confidence in staff's safeguarding knowledge. For example, she discusses new information at supervision meetings and explores safeguarding scenarios to help staff to assess potential risks to children. Staff create a safe environment for children. For instance, they risk assess well and ensure that they are close by to offer children support and guidance.

What does the setting need to do to improve?

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

- enhance the interactions for babies to give them a greater level of support to

further their learning and development.

Setting details

Unique reference number	EY455789
Local authority	Kent
Inspection number	10231243
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	117
Name of registered person	Creative Minds Nurseries Network Ltd
Registered person unique reference number	RP532128
Telephone number	01304 363180
Date of previous inspection	1 February 2017

Information about this early years setting

Creative Minds Nursery registered in 2012 and is located in Deal, Kent. The nursery employs 24 members of staff. Of these, 22 hold early years qualifications at level 2 or higher. Four members of staff hold early years qualifications at level 6. The nursery is open from Monday to Friday all year round, except for the week between Christmas and New Year. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Taylor-Smith

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector jointly observed an activity and discussed it.
- The inspector observed interactions between staff and children.
- Parents and carers shared their views of the nursery with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022