

Inspection of Creative Kids

69 Main Road, Romford, Essex RM2 5EH

Inspection date: 30 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 are happy and build secure relationships with their key person and the other staff in their room. The staff get to know the children extremely well which helps them feel secure. Children receive a warm welcome upon arrival and settle in quickly. New children benefit from a gradual settling-in programme, which staff tailor to meet the child's individual needs. Staff place a high priority on developing children's communication and language skills. They engage in meaningful conversations and introduce new vocabulary. Babies repeat animal noises and toddlers enjoy singing and using new words. Staff ask children questions and give them time to think and answer for themselves.

Children's behaviour is excellent; they learn to manage their emotions well. Any minor disputes are quickly resolved between children, without the need for adult intervention. Staff are good role models in promoting positive, respectful behaviour. Parents are highly complimentary about the nursery provision. They comment that staff are very approachable, and their children are developing good social skills and make huge progress. Staff work closely with parents and provide regular updates about their child's progress; they share information with parents in a range of ways. Staff speak with parents at drop-off and collection times, and encourage them to view and add to children's online learning records.

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

- Children enjoy a bright welcoming, well-resourced and spacious environment. They particularly enjoy the outdoor area where they have many opportunities to be physically active. Staff encourage the children to use the equipment safely. For example, they remind them to use large equipment such as bikes and pushchairs on the path.
- Staff support children's independence skills well. They provide plenty of opportunities for children to develop the skills they need to move on to their next stage of learning. Older children take coats off themselves and confidently hang them on their hook. Younger children find their coats which have been laid out on the carpet and with support they attempt to put them on.
- The manager coordinates the provision for children with special educational needs and/or disabilities. She liaises with other professionals, including speech and language therapists, to ensure children receive timely support and that no child is left behind.
- The manager is very experienced and displays a strong commitment to providing good-quality experiences for the children. Together with her leadership team, she identifies areas for improvement. However, they do not always successfully monitor the programme for professional development to ensure that the coaching and training that staff receive directly and positively impacts the quality

of learning experiences for all children.

- Staff make effective use of their assessments of children to monitor their progress and identify the next steps in learning. However, some planned adult-led activities are at times pitched too high to enable them to fully engage in purposeful learning. For example, younger children's creative play experiences are often product-led and do not always encourage open-ended exploration of materials. Older children have handwriting lessons which are at times too advanced for their level of understanding.
- The chef and kitchen team prepare a varied and healthy menu and have received bespoke training and support from a nutritionist. They cater for children's specific dietary needs, such as vegan and dairy free options. Staff help promote healthy food choices. Children are beginning to understand what foods are healthy. For example, one child explained that chocolate has sugar and pears are good for you. Staff teach children about the importance of looking after their bodies. To support this further, each week, the nursery has visits from sports coaches and the children particularly enjoy their dance lesson. The staff promote good oral health.
- Staff promote children's early reading skills. Children benefit from a wide range of books which are easily accessible for them to choose. The nursery has a home library and children choose books to take home. Staff also provide an information sheet for parents which outlines what the children are learning and how parents can support this further at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify the signs and symptoms of abuse and know the action to take if they have a concern. They have a secure knowledge of the setting's whistleblowing policy if they are concerned about another staff member. Staff can identify wider safeguarding issues, including signs of extreme and radical behaviour. The manager and committee have safe recruitment procedures in place to ensure that staff are suitable to work with children. Staff place a high importance on keeping children safe. Strict procedures are in place to ensure children who have food allergies are protected from harm.

What does the setting need to do to improve?

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

- support staff in planning suitable adult-led activities that take into account children's age and stage of development, prior knowledge and what they need to learn next
- develop teaching skills and support staff to make better use of opportunities to extend and challenge children's learning through their play experiences.

Setting details

Unique reference number	EY286894
Local authority	Havering
Inspection number	10195458
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	164
Number of children on roll	216
Name of registered person	Creative Kids Pre-School Day Nursery Limited
Registered person unique reference number	RP524851
Telephone number	01708 744566 accounts 747577
Date of previous inspection	29 March 2017

Information about this early years setting

Creative Kids registered in 2004 and operates in Romford, located in the London Borough of Havering. The nursery opens five days a week, all year round. Operating times are from 8am until 6pm. The manager is qualified to level 6 and holds early years professional status. Most staff hold suitable early years qualifications. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Claire Nunn
Justine Gilbert

Inspection activities

- The manager joined the inspectors on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspectors during the inspection.
- The inspectors spoke to a parent during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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