

Inspection of Kreative Learning Childcare

Temple Hill Baptist Church, St Edmonds Road, Dartford DA1 5ND

Inspection date: 19 September 2023

Overall effectiveness	Good
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

Staff welcome children and their families at this inclusive setting. Older children enter happily, eager to find their friends and choose what they want to play with. Babies are cuddled and comforted by staff, who engage them with their favourite toys. This supports children's emotional well-being. Older children enjoy running to find different coloured spots during their football session. Staff encourage and praise them. This supports their confidence and self-esteem. Staff support children's communication skills well. They encourage children to have conversations as they play. For instance, older children delight in building a house for 'Mr Wolf', talking together about how to blow it down. Staff provide opportunities for younger children to join in with rhymes and encourage them to copy the actions, to support their language and listening skills.

Staff successfully support children with special educational needs and/or disabilities. Children use gestures and actions to communicate their needs and staff respond positively to their requests. For example, staff immediately share favourite stories with children. This encourages a love of books and a positive attitude to learning. Staff are kind and patient in their approach. They plan a curriculum based on children's needs and interests. They successfully plan activities to help close any gaps in children's learning. For instance, staff offer resources for children to enjoy exploring letters and numbers in flour to support their fine motor skills.

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

- Staff offer children encouragement and praise. Babies build towers with their favourite foam blocks. Staff join in with them patiently, celebrating their efforts. However, at times, staff are not deployed fully effectively to support children in their care. Sometimes, the staff working with younger children are not those who are the most capable of matching activities to the children's needs, to help them make even better progress.
- In the main, children behave well. However, during transition times, some children are left to wander. This means that they are not as engaged as they could be in their learning and, at points, this affects their behaviour. Where children need support, some staff take the time to explain to children how their behaviour impacts on others. However, this is not always consistent. This means children are not always given opportunities to understand how their behaviour affects others.
- Leaders and managers are passionately committed to supporting children and families in the local area. They have developed positive partnerships to support parents. The setting has effective links with local groups and charities, including the local food bank and church. They swiftly signpost families to external agencies for further support.

- Parents talk highly of the setting. They say that their children have made good progress in their language, independence and confidence. Staff support parents successfully with home learning ideas. For example, parents scan QR codes to access particular information easily. Staff communicate with parents well about how their children are settling in.
- Children who speak English as an additional language make good progress. Staff successfully use signs and gestures to help them communicate. Children who could not speak English are now confident communicators. Staff talk confidently of the languages children speak at home. They use picture cards and words in their home language to help them settle in.
- Although the setting has only opened recently, leaders and managers are committed to building a well-qualified team. They have a clear vision for the development of the setting. They are supporting staff to take on additional qualifications and training to support their knowledge and skills.
- Leaders and managers take swift action when they identify areas for development. They recognise the journey that they are on. They are passionate and proactive in their approach. They seek out additional sources of support, such as the local authority and neighbouring school. They have recently contracted an outside catering company to provide children with nutritious and balanced meals during the day.
- Children benefit from activities set up to develop their skills. For example, children enjoy exploring different shapes in paint. Staff supported them well to talk about the different colours and sizes of them. This supported children's developing mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers recognise the importance of their roles and responsibilities. They have effective processes in place for the recruitment, vetting and checking the ongoing suitability of staff. They have appropriate risk assessments and policies in place. They take swift action when they identify risks and hazards. Staff have undertaken a range of safeguarding training. They are able to identify signs and symptoms of abuse. They know where to go for advice and support. They are able to explain what they would do if they had concerns about a member of staff or if an allegation was made.

What does the setting need to do to improve?

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

- review and improve staff deployment to take into account the specific needs of the younger children
- support staff to implement a more consistent approach to encouraging good

behaviour during key transition times.

Setting details

Unique reference number	2703855
Local authority	Kent
Inspection number	10311295
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	1 to 3
Total number of places	31
Number of children on roll	45
Name of registered person	Kreative Learning Childcare Ltd
Registered person unique reference number	2703856
Telephone number	07462971436
Date of previous inspection	Not applicable

Information about this early years setting

Kreative Learning Childcare registered in 2023. The setting is located in Dartford, Kent. The setting is open all year round, from 7.30am to 6pm. The setting receives funding for children aged two, three and four years. The setting employs eleven members of staff, of these five have childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Victoria Salisbury

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 setting.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector 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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