

Inspection of Creative Kids Pre School Day Nursery

56 Butts Green Road, Hornchurch, Essex RM11 2JN

Inspection date: 23 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Leaders and staff work hard to provide a safe, welcoming and inviting nursery environment for children. They decorate the premises beautifully to reflect the seasonal festivities. Staff establish positive bonds with children. They are approachable and are very responsive to children, giving hugs and comfort to them whenever they need it. Children's emotional needs are supported successfully. They arrive to nursery keen and happily part from their parents.

The manager and staff know what they want children to learn and why. Their curriculum for children's learning focuses on children gaining the skills they need for their future learning, such as being independent and having strong communication skills. Overall, staff successfully plan learning opportunities for all children to achieve their goals. Staff know their key children well. They know what children like and enjoy and consider this generally well in their planning to help motivate children to learn and join in. Staff are consistent in how they manage children's behaviour. They teach children what is expected of them and how to behave positively. For instance, children happily help clear up when they have finished playing and know where toys belong. Staff give praise to help encourage children and support their growing self-esteem. Children are calm, follow routines, behave well and develop a sense of responsibility.

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

- Leaders are reflective of the practice at the nursery. They implement effective procedures to identify any areas where staff may need further support, such as through regular supervisions and meetings. Staff have good opportunities to develop their knowledge and skills, such as attending regular training sessions. Staff report that they are supported well in their role.
- The manager and staff plan an ambitious curriculum for children. Overall, they provide children with a wide range of different experiences to help them deepen their knowledge across all areas of learning. For instance, children learn how to take care of the nursery's pet rabbits while learning in depth about what they eat and where their food comes from. Children learn how to take care of nature and develop their understanding of the world well. However, at times, staff are slow to adapt their plans for some children's learning to help maintain their full engagement in purposeful learning.
- Staff are skilful at supporting children with any special educational needs and/or disabilities or those who may have delays in their learning. For instance, they use specific strategies to help support children who may have delays in their language skills, such as using signs and gestures to aid their understanding and communication.
- Children have good opportunities to develop their independence. Staff

encourage children to do things for themselves from an early age and this is built on well by all staff as children progress throughout the nursery. For instance, the youngest children learn to get their own tissue to wipe their noses and know how to dispose of it when they are finished. Older children learn to put their coats on themselves and staff teach them how to zip their coats up. Children develop their personal and self-care skills well.

- Staff provide good opportunities for children to develop their early literacy skills. They regularly read to children. Children learn how to handle books with care and develop their listening skills well. Staff successfully teach children to recognise some written words, such as their names. Pre-school children learn how to form letters correctly and the sounds letters make in preparation for their move to school.
- Staff support children's language skills well overall. They talk to children, successfully modelling words and sentences, and encourage children to name objects they see to help them use new vocabulary. However, at times, staff do not use their questioning skills effectively to encourage more conversational talk to help extend children's language skills even further.
- Partnerships with parents are effective. Staff share regular information about their children's day and development. Staff involve parents well in children's learning at home. For instance, children regularly take nursery library books home to read with their parents to help provide further opportunities for them to develop their love of reading.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know how to keep children safe. They know the possible signs that may indicate a child is at risk of harm or neglect and who to report their concerns to. They know what to do in the event of an allegation being made against a member of staff to help maintain children's welfare. Leaders and staff implement robust procedures at home time to ensure that children go home with the correct parent or carer to ensure their safety. Staff complete mandatory training to ensure they have the skills to fulfil their role, such as first-aid and safeguarding training.

What does the setting need to do to improve?

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

- adapt plans for children's learning to help encourage all children to be consistently fully focused and involved in purposeful play throughout the day
- strengthen staff's use of questioning to help extend children's good communication skills even further.

Setting details

Unique reference number	118615
Local authority	Havering
Inspection number	10313478
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	108
Number of children on roll	143
Name of registered person	Stack, Barry Micheal
Registered person unique reference number	RP511694
Telephone number	01708 445656
Date of previous inspection	17 December 2018

Information about this early years setting

Creative Kids Pre School Day Nursery registered in 1996. The nursery is located in Hornchurch, in the London Borough of Havering and operates from 7.30am to 6pm, all year round. The nursery employs 39 members of staff. Of these, 35 hold appropriate early years qualifications at level 3, three at level 2 and the manager holds a level 6. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspectors

Anneka Mundy
Catherine Greene

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views. Parents also shared their views of the setting with the inspectors.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager and deputy manager.
- 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.

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 2023