

Inspection of Cre8tive Play @ Sharen Jane's Ltd

Friends Meeting House, Albert Road, Ashford, KENT TN24 8NY

Inspection date: 3 June 2024

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

Children enjoy attending this welcoming setting. Staff greet children with wide smiles and children respond by sharing stories of their latest interest or outings shared with family. Toddlers and -re-school aged children confidently explore a wide range of activities that support their age and stage of development. For example, babies enjoy a range of sensory resources and investigate with the support of knowledgeable staff. Toddler and pre-school aged children enter a large room filled with a wide range of activities to support each age and stage of development. All children enjoy developing various skills within the spacious garden.

Children seek support from adults and are praised for their achievements. They build strong relationships with their key person, which helps them to feel safe and secure. Children respond well to instruction and guidance from staff. This contributes to children's positive behaviour as they play with, and alongside, their peers. Staff find out about the differing needs and routines of the youngest children, to ensure consistency of care. Staff find out about children's interests, likes and dislikes when they join the nursery. This helps children to enjoy carefully planned activities that capture their interest and curiosity from the beginning.

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

- Leaders and staff are extremely reflective of their practice and have worked hard to build a curriculum that suits all children. Staff ensure that they take children's needs and next steps into consideration, to enable consistent progress. For example, a large group of children are beginning to develop skills in walking. Therefore, staff adapt the room to allow children to cruise, balance and improve their awareness of wider spaces. Children gain confidence in their abilities, as staff plan an effective and carefully considered learning environment.
- Children enjoy the freedom to explore the environment and choose where and what they would like to play with. However, the organisation of some aspects of the daily routine are not organised as well as possible. For example, the transitions between activities, such as moving from independent play to a group circle time, is not always made clear. Some children do not know the expectations of them and become unsettled.
- Staff provide opportunities for children to develop good communication and language skills. For example, they ask children questions about their play and add key vocabulary, such as asking about the 'texture' during a 'feely box' activity. Children respond appropriately. They enjoy joining in with favourite songs and stories. Staff repeat words and listen attentively to children as they contribute ideas to play. For instance, older children pretend to call staff on their imitation mobile phones.

- Managers and room leads have developed a curriculum which is varied and ambitious for every child. Staff plan a range of purposeful activities, which all children thoroughly enjoy. For example, children spot different snails within the large garden. Staff encourage children to find out more and to practise drawing their varied patterns and sizes of the creatures. However, at times, staff do not always fully support children to extend their learning experiences, to capture their attention for longer periods of time.
- The support for families is good. Parents state that their children have made good progress since attending. Staff ensure that they are inclusive by offering support and guidance, for example to new mothers who may need a quiet space to feed their babies. Children with special educational needs and/or disabilities are well supported. Staff gain professional advice about children, to ensure any identified gaps in learning are swiftly closed.
- Staff find out about the individual backgrounds of families and used this information to help children learn about diversity. Funding has been effectively allocated, for example to introduce a professional musician to group times. Children successfully learn about others in the community and develop an understanding and appreciation of diversity.
- Leaders are committed to the well-being of their staff, fostering a sense of value and enthusiasm within their roles. Consequently, children benefit from care and support provided by staff who are dedicated to positively impacting their educational journey.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the organisation of transition times, to ensure all children know the routines and expectations
- strengthen staff understanding of how to use key opportunities in activities, to support all children to become fully immersed in the learning experiences on offer.

Setting details

Unique reference number	2728517
Local authority	Kent
Inspection number	10349107
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	37
Number of children on roll	61
Name of registered person	Cre8tive Play @ Sharen Jane's Limited
Registered person unique reference number	RP535944
Telephone number	01233 629211
Date of previous inspection	Not applicable

Information about this early years setting

Cre8tive Play @ Sharen Jane's Ltd registered in 2023 in Ashford, Kent. The nursery is open from 7.30am to 6pm each weekday for 48 weeks of the year. The nursery employs 15 members of staff, eight of whom hold appropriate early years qualifications from levels 3 to 5. The nursery receives funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Williams

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 about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the appropriate room leader.
- Parents shared their views of the setting with the inspector.
- The managers provided the inspector with a sample of key documentation on request.

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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