

Dreammaker Day Nursery

Inspection report for early years provision

Unique Reference Number	EY289657
Inspection date	05 February 2008
Inspector	Anne Mitchell
Setting Address	65 Cartwright Street, London, E1 8NB
Telephone number	020 7480 7166
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Registered person	Fortune Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

DreamMaker Day Nursery has been registered since 2003. It operates from two separate sites that is linked by a court yard in Tower Hamlets. The nursery serves the local and wider area.

The setting is registered to provide care for a total of 113 children. There are currently 20 children from three months to under five years on roll. This includes three children who are in receipt of funding for nursery education. Children attend for a variety of sessions.

The nursery opens five days a week and sessions are from 07:00 until 19:00 hours.

A total of six staff work directly with the children, all of whom hold early years qualifications. The setting receives support from the Tower Hamlets Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally well promoted throughout the nursery. Nappy changing routines are good. Staff use gloves and aprons to protect against cross infection, and the changing mat is thoroughly cleaned between changes. Children's emotional wellbeing is effectively promoted as staff engage them in positive facial gesture and verbal interaction during nappy changing. Throughout the nursery, children are happy and secure because they have developed close and warm relationships with the staff and each other.

Children can be treated promptly in the event of an accident because the majority of staff hold a current first aid certificate. Children's health and wellbeing is supported through the documentation maintained, such as accident and incident records as well as policies regarding sickness and health.

Children enjoy healthy meals and snacks that are prepared on the premises. Children enjoy toast for breakfast and snacks such as crackers and cheese or fresh fruit. However, drinking water is not freely available for children. Consequently children may become thirsty during the day. Children enjoy healthy cooked lunches such as vegetarian cottage pie with fresh vegetables or lasagne. Children eat with relish and enjoy their food. Puddings consist of fresh or tinned fruit.

Children's hand hygiene is not effectively promoted. They are not consistently reminded to wash their hands before snacks or meals and therefore their health is not fully promoted at this time. Children have daily opportunities to enjoy fresh air and exercise in the enclosed outdoor area, and at times short walks to local play parks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in safe and secure premises. Required safety equipment, such as radiator guards and socket covers prevent injury, and the soft safety surface in the outdoor area ensures children can play inside and out in safety. Children's times of arrival and departure is recorded and the visitors book is fully maintained and up to date. Children are able to select resources from low level storage so they can choose safely and independently. Supervision is good and staff monitor all areas of the setting effectively. Babies and toddlers have good opportunities to explore their environment in safety. Those who are beginning to stand can cruise round the low level fencing and sturdy child sized furniture, developing their mobility well.

Children are learning about their own safety and how their actions have consequences. Staff remind them to sit still on chairs so they don't fall. A child begins to run inside and a member of staff gently reminds them to walk '...or you might bump into someone, or hurt yourself and that would make us sad'.

Children are effectively protected from harm and neglect. Staff have a secure knowledge and understanding of how to recognise signs and symptoms of possible abuse and are clear about procedures to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the nursery are provided with a broad range of activities and play opportunities to promote their all round development. Children arrive at the setting with enthusiasm and settle quickly to their chosen activity. They become quickly involved in play as staff engage them sensitively in discussion and encourage them to choose something to play with. All children join together when everyone has arrived to sing action songs and listen to a story. Children of all ages participate with confidence and enthusiasm, clapping and cheering when they finish a song. There is a varied range of activities and resources throughout, and children remain well occupied throughout the day. Babies and toddlers enjoy a high level of interaction and affection from staff. Their interest is maintained through sensory equipment such as sorting boxes, pop up toys and music boxes. Babies and toddlers are becoming skilful communicators as they babble to staff who respond with positive verbal interaction to help them develop their speech and language. They are very confident and happily explore their environment, crawling through the ball pool and cruising around the low level furniture.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff demonstrate a sound knowledge and understanding of the Foundation Stage curriculum and plan activities that cover all areas of learning. When there are a larger number of children in receipt of nursery funding they are cared for in a separate pre-school group. However, the setting is undergoing some reorganisation and redecoration. Consequently the few funded children remaining in the setting are integrated with the younger children. Many opportunities to be independent, use tools or access creative play and resources are currently not available to the older children and consequently their opportunities for learning are limited. Regular observations are completed on the children but are not used effectively to inform planning for their next steps of development and learning. Staff use a variety of teaching methods to help children learn, such as praise and encouragement and the use of open ended questioning. At circle time, children are asked to identify members of the emergency services and match them to the vehicle they drive. A member of staff asks the group 'Can you find the fire officer? Which vehicle does the fire officer drive? Can you see it? What noise does it make?' At times, however, the teaching is very formal and ineffective such as asking all the children in a group to repeat the number written on a card one after the other. The current organisation of the group sometimes limits opportunities for learning. After lunch many younger children sleep in the main play room so older children are expected to play quietly without disturbing them.

Children display good levels of confidence and are enthusiastic to start their day. They settle quickly to their chosen activity and staff participate in their play. Children have developed good relationships with staff and with one another, and co-operate well together. Children are independent as they put on their coats and boots, or sometimes select resources, although due to the adult planned activities set out they do this less frequently. They demonstrate good levels of involvement. Staff use positive and effective strategies to manage children's behaviour.

Children enjoy stories and participate happily, predicting what will happen and making relevant comments. During the story about Eddie Elephant making a float, one child comments 'How will all the flowers stay on?' When a member of staff tells the children a story about keeping teeth healthy, children look at the picture of black spots on the teeth. A child remarks 'Yuck! That's not good!' Children can access books independently and will often do so, asking an adult to read with them. Children's language is developing well and they communicate clearly, telling

adults about what they have been doing at the weekend, for example. Children have opportunities to write, but this tends to be part of an adult led activity, due to the current organisation of the group. Consequently, opportunities to make marks for a purpose, such as making lists in the role play area, are limited. Children are beginning to understand that words carry meaning as resources around the room are clearly labelled.

Children count from 1 to 10 with confidence. At times they learn through play and number rhymes as they participate with enthusiasm, clapping and cheering as they finish their song. However, on occasions, staff use formal methods such as work sheets and identifying number cards one by one. This is less effective and children become bored. Children are beginning to recognise shapes and will match them to items around the room, for example, two children discuss the shape of a wheel. A child tells the other 'It's a circle, the same as the plate, look'. Children are not encouraged to use simple calculation to determine how many cups are needed at snack time, for example, or to use mathematical language such as bigger, longer and shorter.

Children use their imaginations well and act out complex child initiated role play scenarios. Older children become very involved in the role play area. A boy tidies the plates and cups away while the girl dresses the doll. She tells him she has to go out and kisses him on the cheek saying 'Bye love, see you later'. After moving around the room, she returns to tell her friend all about her day, the queues she encountered and the busy shops. The two children sit and chat for a while, before the girl nods towards the doll and tells him 'Well, I need to get this one ready for bed. See you in a bit'. Children explore colour and texture through paint and dough activities. However, due to the organisation of the group, they have limited opportunities to select their own resources and use their imaginations freely.

Children learn about their community and those in it through projects such as 'People who help us' and 'Emergency services'. Though illustrated stories they talk about how the fire service help people and this prompts a good level of discussion. Children have planted flowers and vegetables with varying success. Children learn about the wider world through the multicultural resources available throughout the session. Children have limited opportunities to explore information and communication technology as there are few programmable toys and no computer currently available.

Children move about their environment with confidence. They enjoy physical games such as heads, shoulders, knees and toes and participate with growing enthusiasm. Children have opportunities to pedal bikes in the small outdoor area. However, there are limited opportunities for climbing and balancing to challenge more able children. Children's small muscle control is developing. They use cutlery at lunch time with increasing dexterity. Children have opportunities to use tools such as rollers and dough cutters, but their use of additional tools such as scissors is limited to adult led activities due to the current organisation of the group. Children learn about staying healthy and how their bodies work through planned projects such as people who help us, such as the dentist.

Helping children make a positive contribution

The provision is good.

Children are welcomed warmly by staff at the start of the day. Staff take time to ask about how the children have slept, or if they had a good breakfast, to enable them to meet their individual needs successfully for the day. The environment is bright and child orientated with children's art work displayed and many activities set out for children to choose. Children's home routines are followed by staff in respect of feeding and sleeping to ensure a consistent approach to

their care and to help them settle well. Staff know the children well and engage them in discussion about what interests them and this provides children with a secure sense of belonging. Children's spiritual, moral, social and cultural development is fostered.

Children learn about diversity and the wider world through discussion with staff and through the multicultural resources, such as books, miniature play, role play, dolls and puzzles. The setting follows clear equal opportunities policies. Parents are provided with clear information about their children's daily routines, including nappy changing, sleeps and meals through a daily written report.

Children's behaviour is good. They demonstrate good manners saying 'please' and 'thank you' at snack time. Staff are positive and consistent in their approach to managing children's behaviour. After the children participate enthusiastically in their welcome song at the beginning of the day, staff praise their efforts saying 'Well done everyone. Very good!' Good behaviour is encouraged and rewarded with praise and stickers. However, at times, students are not so positive in their approach.

Partnership with parents and carers in respect of nursery education is satisfactory. They are provided with a clear prospectus giving information about the Birth to three matters framework and the Foundation Stage curriculum. Staff meet with parents at an initial meeting to discuss their child's needs and development to date. They take time to discuss children's progress informally at the end of the day, although the setting is not pro-active in encouraging parents to extend children's learning at home. Parents are informed about the settings range of policies and procedures at the initial meeting, but these are not easily available for parents to access, and therefore not shared effectively with parents.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care. Children benefit by the care they receive from suitable and qualified staff. All members of staff hold relevant qualifications and demonstrate a commitment to extending their knowledge and understanding through additional training. There are rigorous systems in place to ensure staff are suitable.

Organisation of space and resources meets the needs of the younger children effectively. There is a good balance of indoor and outdoor play, and a broad range of activities to keep children happy and well occupied. Deployment of staff and support for children is good, although supervision of students is not always fully effective.

Leadership and management is satisfactory. There are suitable systems in place to monitor staff development, such as staff meetings and regular appraisals. The setting is currently in the process of reorganisation and redecoration to improve outcomes for children and extend opportunities for nursery education. However, while these changes are completed, the organisation for the provision of nursery education limits children's opportunities for learning, as many resources are out of reach, to prevent access to the younger children.

There is a comprehensive range of policies and procedures that support the effective running of the setting, although procedures to ensure children's hand hygiene is promoted are not effectively followed by staff. All required documentation is maintained and held securely to promote the confidentiality of children and their families.

Improvements since the last inspection

At the last inspection the setting agreed to review hand washing arrangements for children. There has been little improvement in the procedures to ensure children follow good hand hygiene routines and this has been set as a recommendation for improvement at this inspection.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve hygiene routines by actively encouraging children to follow effective hand washing procedures and to be independent in their personal care

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure activities to enhance children's knowledge and understanding through the Foundation Stage curriculum are relevant and meaningful, and organised effectively to extend children's opportunities in all areas of learning
- ensure observations on children are used effectively in their developmental records to show their next steps for learning

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