

# Daydreams

Inspection report for early years provision

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<b>Unique reference number</b>	EY372296
<b>Inspection date</b>	24/09/2008
<b>Inspector</b>	Angela Rowley / Anne Mort
<b>Setting address</b>	236 Prescott Road, ST. HELENS, Merseyside, WA10 3HL
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Daydreams Nursery opened in 1998. It was re-registered in 2008 and is owned and managed by Daydreams Nursery Limited. It operates from four rooms on the ground floor of a converted Victorian house in St Helens, Merseyside. Access is available via steps to the grounds and the building. Children can play in a designated enclosed area under supervision.

The nursery is open each weekday from 07.30 to 18.00, all year round. It is registered to provide care for children in Early Years Foundation Stage. A maximum of 35 children in the early years age range may attend at any one time. There are currently 56 children on roll of whom 15 are in receipt of funding for their early education. The nursery supports children with learning difficulties or disabilities.

There are 12 permanent staff members, 11 of whom hold relevant childcare qualifications. The provision is a member of the Private Day Nurseries Association.

## Overall effectiveness of the early years provision

Daydreams Nursery provides very effectively for children in the EYFS who thrive in the nurturing and stimulating environment. They are very secure and become confident explorers. All children are welcomed and staff work hard to overcome barriers to ensure every child's individual needs are met and that all are included in natural routines. The enthusiastic management team strive to continually build on their strong practice for the clear benefit of the children. There are a small number of areas for improvement that have not already been identified.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- reconsider the organisation and storage of records to improve space and confidentiality
- continue to develop the systems used to plan for children's all round development based on observation and assessment.

To fully meet the specific requirements of the EYFS, the registered person must:

- record the risk assessments conducted for each type of outing and improve maintenance of the premises to reduce identified hazards in the garden and the cellar. 23/10/2008

## The leadership and management of the early years provision

The dedicated leadership team provide complimentary strengths that ensure all aspects of the management role are effectively covered. In addition the very good teamwork amongst the consistent staff ensures that the nursery runs smoothly. Continuous evaluation takes place as staff are encouraged to reflect on their skills and daily practices. Parental feedback is also sought routinely using questionnaires. Management monitor carefully and they set actions for improvement which are, in the main, very well targeted to bring about improvements for the benefit of the children. Menus have recently been reviewed to reduce the amount of confectionary children eat, and home diaries have been introduced in the pre-school room to increase the information sharing opportunities between parents and staff.

The premises are mostly very well organised and are used to provide some outstanding play opportunities, including a fantastic outside play area which is a hive of activity. The nursery is homely, welcoming and kept to a very high standard of cleanliness. Every room is very child-centred and provides stimulation at all levels. Resources are stored accessibly which allows children to think for themselves and follow through some of their own ideas. The nursery lacks designated office space, however, and as a result the record storage in the hallway reduces space in the main entrance area and also some confidentiality. Children are kept safe at the nursery because of the high levels of support they receive, although there are a small number of minor hazards. These are mainly linked to maintenance, for example, there are small gaps in the hedges which help to secure the side garden, prickly holly bushes en route to the allotment and some damp patches in the cellar where toys are stored. Additionally, although outings are rigorously planned to ensure the safety of the children, written risk assessments for each type of outing are not recorded as required by the EYFS. A wide range of comprehensive policies and procedures known by staff, ensure that children are clearly safeguarded.

The nursery has a strong commitment to partnership working. Good communication during settling in visits enables information about children's needs to be shared. A good range of systems to promote ongoing exchanges mean that parents are well informed of their child's activities, routines and opportunities for learning. Parents are highly satisfied with the standard of care and education that their children receive. Staff also work closely with external agencies which ensures children get the support they need. Some information is shared with other settings to ensure children's learning and development is continued.

## **The quality and standards of the early years provision**

Children come to nursery happily. A strong key person system is in place and relationships are warm and friendly. The benefits of this show in children's high levels of security, their confidence, self-esteem and how very settled they are. Staff are very positive role models and as a result, children speak respectfully, use their manners impeccably and they share and take turns readily. The nursery embraces diversity and celebrates aspects of different lifestyles and languages to help all children feel valued.

Some excellent opportunities are provided which help children make some very good progress in their learning and development. Children are highly inquisitive because they are provided with some fantastic continuous opportunities to explore. Right from the start, babies are encouraged to discover using heuristic play materials in the sensory area. Low level exploratory trays allow children to spread out the silver sand and make patterns using the differently shaped implements. Outside the investigation area allows children even more opportunities to explore. They delight pouring the water down the drainpipes and watching as it lands in the water tray. They dig for worms in the digging patch and look for mini-beasts in the box of sticks, soils and leaves. They explore sounds using the hanging pots, pans and bottles, and they measure rainfall and explore the weight of water containers using the balancing scales. Children also make good progress with their communication, language and literacy skills. Staff use visual signing with all the children, including babies to encourage communication. Staff know children well and they observe what they can do. Most staff are skilful in using what they know to provide activities and resources to help children take the next natural steps in their learning. However, planning for individual learning is not yet systematic enough to cover all areas of learning and consequently there are gaps in planning for some children's all round development.

Staff have a thorough understanding of the effective policies and procedures in place to promote children's welfare. A healthy lifestyle is positively promoted. Daily outdoor play along with walks into the local community provide opportunities for fresh air and exercise. Children learn how to be healthy by following consistent routines, such as washing hands prior to mealtimes and brushing teeth afterwards. They also explore healthy eating using the allotment to grow vegetables. A focus on staying safe helps children become aware of the issues. Good use is made of visitors, such as a police officer and a paramedic which prompts discussions.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.