

Daydream Nursery

Inspection report for early years provision

Unique reference number	160633
Inspection date	25/06/2009
Inspector	Heidi Abernethy

Setting address	Hillersdon, Horsell Rise, Woking, Surrey, GU21 4AY
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Telephone number	01483 714827
Email	Manager@daydream-nurseries.co.uk
Type of setting	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 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

Daydream Nursery was registered in 2001. The nursery is privately owned and operates from a converted house close to Woking town centre. Five rooms are used by the children, divided according to age. There is an enclosed garden for outdoor play. The nursery is open from 08:00 to 18:00 Monday to Friday for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 39 children may attend the nursery at anyone time, of which no more than 21 may be under two years. There are currently 66 children aged from birth to five years on roll, some in part-time places. The nursery currently welcomes children with learning difficulties and/or disabilities and/or English as an additional language.

There are 12 members of staff including the manager. Eight staff hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) at level 2. One member of staff is working towards her NVQ at level 3 and another staff member is working towards level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's individual needs are generally met because the staff team promote most aspects of their welfare, learning and development. Staff have formed sound relationships with the children and demonstrate a good knowledge about each child's individual family and home circumstances, although opportunities to use this information to its full potential are not yet fully established. The management have started to establish systems to evaluate and assess the provision and practice and recognise some areas of development to address.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children policy and procedure is implemented appropriately at all times such as ensuring all pre-existing injuries are recorded
- develop monitoring systems to ensure the organisation of group times prior to meal times keep children enthralled and interested
- further develop systems to identify strengths and priority for improvement to ensure a programme of continuing professional development is effectively promoted for all staff and key persons with designated roles
- continue to develop the environment and resources to promote diversity and further develop staff knowledge about other cultural groups to ensure children are provided with a wider range of opportunities to foster a positive image of both themselves and others.

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

- ensure a risk assessment is conducted of the environment, ensuring a record is maintained of particular aspects and when and by whom these have been checked. Ensure a timescale is determined for the regularity of these assessments in accordance with the significance of individual risks (Suitable premises, environment and equipment)

23/07/2009

The leadership and management of the early years provision

The staff team have a sound knowledge about signs and symptoms of abuse and neglect and know how to record signs and where to make referrals. However, not all pre-existing injuries children arrive with have been recorded to ensure children's welfare is fully safeguarded. The nursery has addressed a past recommendation to update their policies to ensure they include all required information. The manager has recently created a set of 50 questions with regard to the policies and procedures and has started to meet with staff who are able to select 20 questions at random. The manager has put this system in place as part of the continuous improvement of the nursery to ensure staff are fully knowledgeable about systems and procedures.

The nursery has cleaning checklists within each room and the kitchen to ensure all jobs are conducted regularly. The staff team do informal risk assessments of their rooms each day. However, the nursery does not currently have a record of risk assessment for the environment which is reviewed on a regular basis. The management do recognise this as an area of development and have started to put systems in place to address this. The nursery implements an informal system of appraisal. However, this system is not sufficiently robust to provide a consistent record to help plan future training needs.

Partnerships with parents are sound. Staff talk with parents at the beginning and end of each day. In addition, written diary sheets are provided for the younger children enabling parents to refer to information about their child's basic care routine. The nursery has implemented a two way diary system for parents informing parents the diary is to record things their children have been doing at home, holidays they have been on and any other significant information. Staff utilise this information to feed into the planning for individual children.

The quality and standards of the early years provision

The nursery has created observation and assessment systems to ensure children's development is tracked and next steps in learning are identified. The deputy monitors the observations staff conduct of the children to ensure all children are receiving equal amounts. The staff team use the information they have obtained from observations to plan focus activities to meet the needs of individual children.

Children are happy across the nursery. There are many times throughout the day when children from different rooms meet together, such as in the garden area. This enables children to play alongside older and younger children and siblings are able to see each other. They all enjoy sitting together to watch a puppet show presented to them by some of the staff. They all laugh at the puppet characters and are kept interested by the staff members who change the intonation of their voices for the different characters.

Children of different ages develop problem solving skills. Young toddlers work out which holes the different shapes go into within the shape sorter and older children work out how pieces of puzzle fit together. Children have opportunities to make marks and letters as they chalk on the ground outside, make marks in corn flour and water and use paper and writing utensils alongside their imaginary play.

Children within all rooms join in with group times. They enjoy these times as they move their bodies to familiar rhymes and actions songs and listen to stories. However, the organisation of group times is not effectively planned prior to mealtimes as children become restless and are not sufficiently occupied.

Young babies and toddlers learn about their external world through their senses as they explore different textures with their hands and mouths. The nursery has some books, posters and dressing up clothes to foster an awareness of different cultures and positive gender roles amongst the children. The nursery currently care for children with English as an additional language and have obtained some words from the parents in their home language. The nursery is keen to further develop the staffs knowledge about the children's own cultures and families to enable them to celebrate children's own festivals and talk about where the children originate from. The nursery are keen to offer the children a wider range of opportunities to learn about themselves and others.

Pre-school children demonstrate a sound knowledge about looking after their own health. For example, a child drops a piece of apple on the floor and states 'I cannot eat this now because it is dirty, it has germs'. They develop an awareness of looking after their own safety as the staff member talks to them about the importance of putting suntan lotion on and why they need to wear sun hats. Young toddlers are given reasons why they should not rock on their chairs or try to climb out of the chairs. This equips children with the understanding to manage their own safety.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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