

# Little Dreams (ex Little Angels )

Inspection report for early years provision

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**Unique reference number**

EY233858

**Inspection date**

03/11/2009

**Inspector**

Sandra Laura Bates

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Dreams Day Nursery is based in a detached property in Feltham, in a largely residential area of the London borough of Hounslow. The setting is close to local amenities, schools and a children's centre. The nursery operates on both the ground and first floors of the property accommodating three base rooms for the different age groups of children. Kitchens, washing and toileting facilities, and nappy changing areas are available on both floors. Laundry and staff facilities are also available on the ground floor. The nursery is open from 8.00am until 6.00pm from Monday to Friday all year round, and is registered to provide full day care for 35 children aged from three months to five years. No overnight care is provided.

There are currently 52 children on roll, of whom 16 are in receipt of nursery education funding. There are currently no children attending who have special educational needs. A number of children who attend use English as a second language and some are bilingual. A total of nine staff work directly with the children, of these seven hold a relevant early years childcare qualification and two are working towards a qualification. The setting subscribes to the Time for Reflection quality assurance process.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting successfully meets the individual needs of all the children who attend. There are effective arrangements to ensure their welfare and to help them make good progress in their learning and development. Strong links with parents help to involve them in their children's care and education. Those in charge accurately identify the strengths and weaknesses of the provision and take effective steps to improve it. Staff are very well motivated and enthusiastically undertake ongoing training. They share a positive vision for the future and are committed to the aims of the setting.

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

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

- maximise opportunities to extend children's learning and develop their sense of responsibility in routine situations, such as snack time for example
- ensure the confidentiality of children's personal information, such as special dietary needs for instance
- ensure that the generally robust security arrangements are monitored, reviewed and consistently implemented by staff at all times.

## **The effectiveness of leadership and management of the early years provision**

Staff share the manager's clear vision for the future of the setting. They feel very much involved in all aspects of the service and are committed to supporting the aims of the setting. Future plans and realistic target setting ensures that priorities are identified and staff's personal development is effectively addressed. This means that the service provided to children is continually refreshed and enhanced. Staff and resources are effectively deployed so that children gain the most benefit. Staff create a warm and welcoming environment for children's comfort and enjoyment. All the required policies and procedures, and regulatory documentation that underpin the service are in place and effectively maintained.

Staff have a very good understanding of the individual needs and requirements of each child. This means that every child is fully included and has their individual needs met. Staff are well aware of the differences and social diversity of the community from which the children are drawn, and ensure that all children are able to understand and participate fully in the daily life of the setting. They recognise and support each child's cultural background and home language, using this knowledge to promote all children's understanding of diversity. This aim is well supported by the variety of activities and resources which promote a positive understanding of the wider world, and the people and traditions within it.

Established staff members have a clear understanding of the setting's safeguarding policy, and newly employed staff know where to find the information that they need. Well understood policies relating to the management of sick or infectious children help to ensure that the welfare of all children is protected. The robust arrangements to protect the security of children are generally very effective which means that children are unable to leave the premises unsupervised. However, staff do not always monitor these arrangements sufficiently well to prevent minor breaches.

The setting is receptive to the recommendations made by the regulating authority, and addresses these in a timely and effective way. Manager and staff share input into a self-evaluation process that identifies what the setting does well and targets areas for improvement. The setting uses more than one format for the assessment process to assist in the quality assurance of the service. This results in positive benefits for children's learning and welfare.

The setting enhances its own service by sharing good practice with other local organisations that deliver the Early Years Foundation Stage. Feedback from parents about the service offered to their children is extremely positive. Parents feel that their children's needs, and their own expectations, are supported in an effective and personalised manner. Parents speak highly of the degree of involvement that they enjoy in the life of the setting. They are able to support their children's learning at home due to the good level of communication that they receive from staff in the setting. Parents value the clear information that they receive prior to placing their child in the setting, and the continued detailed information which they receive about how their children are developing and

achieving. The staff plan to further enhance links between the setting and children's homes through the implementation of a regular newsletter.

## **The quality and standards of the early years provision and outcomes for children**

Children received good support from staff who have a clear understanding about where they are in their individual development and learning journeys. This means that staff are able to plan effectively to move each child forward towards the early learning goals. Planning for individual children covers all areas of learning and is reflected in the planning for the whole setting. Staff make regular observations and these are recorded in each child's learning record which helps them to identify the next steps. The planning of activities and resources is based on children's own skills and expressed preferences. This means that children are interested in the learning situations. Staff confidently express their understanding of the Early Years Foundation Stage and how to implement planning so that children make consistent progress. Staff take part in regular, ongoing training to refine practice and ensure that their understanding is fresh and relevant.

Children are cared for in a very well organised environment. The surroundings provide a comfortable, safe and stimulating place where children can feel safe and enjoy developing their skills for the future. Children use clean, safe and suitable resources, furniture and equipment. The attention to general cleanliness and hygiene is very good. The outdoor area is particularly good, having a soft impact surface and being resourced with a good range of toys and equipment that help children develop their physical skills as they enjoy their outdoor playtimes. The outdoor area is very much used as a learning environment and indoor activities are often extended into the outdoor play area. For example, children dress up warmly for the chilly weather and snuggle up on a play mat with cosy blankets to share a story with a member of staff. The attention to practical safety and security is good. All the necessary safety features are in place relevant to the age groups of the children accommodated in each area of the setting. Access to and egress from the setting is carefully controlled through the use of an automated security gate system.

Children develop appropriate health and hygiene practices due to the well understood routines. They make good relationships with the staff and their peers. They play independently, and cooperatively. For example, children play together at an activity frame, helping one another to push colourful buttons onto the framework. The youngest children laugh together happily as they tumble about energetically in their group room as music plays. Staff help children to develop a practical understanding of how to keep themselves safe as they move around the setting. Children understand the routines and the language used, for example 'good walking' and generally respond very well to this positive reinforcement.

Children really enjoy their time spent in the setting. They are actively and happily engaged as they play with, and use, the wide and varied range of materials and resources. Children self select their preferred resources from clearly marked and easily accessible topic boxes. This helps them to begin to identify words linked to

pictorial labels. Toddlers show an animated interest as they make colourful masks. They point out the eyes, and smile happily as they peep through the eyeholes. The youngest children thoroughly enjoy a game of peek-a-boo. They hide under a filmy cloth, rocking rhythmically as staff sing with them and laughing as the cloth is pulled off at the end of the song.

Children feel secure and behave in a confident way in the company of visitors to the setting. They bring a toy to share, and show an active interest in the inspector's computer. They gently touch the screen, reflecting the processes used on the setting's touch screen computer. Children's health and welfare are well promoted. Routine hygiene practices such as washing hands before eating or after using the toilet, are well understood by children of all ages. Even very young children help themselves to a paper towel and carefully dispose of the used item in the bin provided. Children sit together sociably to enjoy the range of healthy snacks and meals freshly prepared on the premises, and afterwards wash their hands again and brush their teeth. Special diets are carefully catered for, although the manner in which these details are displayed does not fully preserve the confidentiality of children's personal needs. Older children and toddlers use their knives, forks and spoons with good control, and many are competent in pouring their own drinks. However, staff do not always maximise opportunities to promote independence and a sense of responsibility in such situations. Children enjoy plenty of opportunities to play energetically outside in the safe and well provisioned garden area. They run about to keep themselves warm, and develop their skills in balancing and climbing for instance, as they use a variety of suitably challenging play equipment.

Children join in happily with the activities and often initiate their own ideas about how to use the resources. They are content to play independently or to share resources with their peers. Staff are good role models and have a very caring demeanour towards the children. As a result, these attributes are reflected in the way the children behave. Children are generally eager to please, and enjoy the appreciation and praise which they receive from the staff.

Children develop the skills that they will need to move on within the setting, and in the wider community. They enjoy sharing books and discussing the story, and have plenty of opportunities to develop their emerging skills in reading and writing their names for example. Children use numbers to count when sorting coloured blocks, and use language such as little, big and biggest as they arrange a line of toy camels in order. Children enjoy creative activities such as making colourful, decorated masks and delight in showing these to the adults present. Older children and toddlers use the computer touch screen and mouse to navigate around the programmes with a high degree of understanding and manipulative skill. Visits to other settings such as the local children's centre and the library, and planned links with local primary schools, help to prepare children for the transition into the next stages of their learning journeys.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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