



## Daydream Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	160633
<b>Inspection date</b>	22 May 2006
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<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.
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### WHAT SORT OF SETTING IS IT?

Daydream Nursery was registered in 2001. The nursery is privately owned and operates from a converted house, close to Woking town centre. There is an enclosed garden for outdoor play. Five rooms are used by the children, divided according to age. The nursery employ 12 members of staff. Over half the staff hold appropriate early years qualifications and professional development is ongoing.

The nursery is open from 08.00 - 18.00 Monday to Friday for 51 weeks of the year. The nursery is registered to care for a maximum of 39 children between three months and five years at any one time. There are currently 60 children on roll who attend for

various sessions throughout the week. The nursery supports children with learning difficulties/disabilities and those who have English as an additional language.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because staff follow good health and hygiene policies and procedures. They use gloves to change nappies and anti-bacterial spray, as appropriate, to keep surfaces clean. Children play in a clean environment and learn the importance of washing their hands before meals. They develop an understanding of how to keep themselves healthy and enjoy a varied, balanced diet. Staff meet children's needs well as they share information on children's diet and routines with parents. Children have good appetites and independently feed themselves. They rest and sleep according to their needs. Nursery policies and procedures protect children from illness and infection and children receive appropriate care if they have an accident. Accident and medication records are detailed although parents do not sign to acknowledge when medication has been administered.

Children enjoy physical activity and have very good daily opportunities to play outside in the fresh air. They play with hoops and balls and skilfully manoeuvre wheeled toys around the play area. All children receive good levels of support to develop a healthy body through exercise. They show care and confidence as they negotiate stairs under the watchful eye of staff. They use a range of age appropriate resources to develop their fine motor skills, for example, crayons and brushes.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children keep safe within the nursery owing to the care they receive from staff who are vetted and vigilant to hazards. Staff undertake daily safety checks to ensure all areas and resources are safe. Plug caps are fitted, radiators covered, and the garden securely enclosed. The nursery has policies in place to support their safety practice, such as a garden safety policy. Children learn how to keep themselves safe as they listen to staff explain why they must not climb on resources or run inside the nursery. Fire safety equipment is regularly checked but not all staff are familiar with procedures for the emergency evacuation of the building. The emergency evacuation procedure is displayed in the nursery but does not detail measures to be taken where children are located above ground level.

Children are familiar with the layout of the nursery and are totally at ease within the welcoming, secure and safe, indoor and outdoor environment. They have access to clean, age appropriate resources although accessibility to a wide range is often limited. Good levels of staff supervision ensure children's welfare is continually protected. The nursery entrance and garden is monitored by close circuit television and a member of staff welcomes all parents and visitors. Staff understand their

responsibilities with regard to child protection and their practice is supported by a written policy. The policy, however, does not detail procedures to be taken in the event of an allegation being made against a staff member.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and relax within the familiar home environment of the nursery. They talk confidently to staff who take a continual interest in them. Children develop their language skills as staff share books with them. They use their imagination well as they dress-up and pretend to be doctors/patients. Older children recognise some written numbers and develop an understanding of simple calculation as they sing songs such as 'Five Little Fireman'. Children learn about the wider and natural world through visitors to the group and play with resources, such as plastic animals and mini-beasts. They proudly smile as they correctly name different animals and enthusiastically make their corresponding sound. Younger children begin to develop a sense of rhythm as they take part in dance activities with staff. They learn how they can control their bodies as they try and balance while gently kicking a sponge ball. Children learn about colours as they take part in craft activities, such as hand printing and colouring.

Some children revel in the freedom they have to explore a wide range of resources but not all children have independent access to a good range of resources to stimulate them and help them further their skills. Table tops are often left clear of toys and activities and children, whose interest is not engaged during directed play, are restricted in the resources they can access. Staff use the Birth to three matters framework and the curriculum guidance for the Foundation Stage to plan activities for children to develop in all areas. Plans are displayed and assessment records maintained to monitor children's progress.

### **Helping children make a positive contribution**

The provision is good.

Children have very warm, close relationships with staff. Staff give children lots of praise and encouragement and children feel valued as staff listen to what they say and greet them warmly as they arrive. They develop a sense of belonging as they have a familiar room base and their own named coat pegs. The nursery operates a keyworker system which ensures staff develop a good understanding of individual children's needs. Staff are sensitive to children's needs and support new children well to settle into nursery routines. Children learn to develop respect and consideration for others as they share resources. They play amicably together and show patience and good social skills as they wait for everyone to be served their lunch before they start eating. They take responsibility for their environment as they help tidy away toys they have played with. They have positive attitudes to one another and all children are included in play.

Children have very good manners and learn right from wrong from staff who gently

explain why certain behaviours are inappropriate. Children respond positively to staff, who act as good role models, and who acknowledge all children with smiles, cuddles and conversation as appropriate to their age and stage of development.

Children benefit from the nursery's good partnership with parents. Parents have access to a range of information regarding the nursery's practice and procedures. They receive regular information regarding their child via daily discussion and written diary sheets.

## **Organisation**

The organisation is satisfactory.

Children settle well and relax within the calm, homely nursery environment. They are familiar with nursery routines and have trusting relationships with the staff. Staff are well deployed and aware of their roles and responsibilities. They work closely together to ensure children feel secure and are well supervised. They are very kind and caring towards children. They plan activities to provide children with opportunities to progress in all learning areas but do not always fully utilise resources to benefit children's learning and skill development.

Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Documentation is in place to support all areas of practice although some lacks a little necessary detail. Nursery practice is regularly evaluated and management is committed to ensuring standards are continually improved, for example, by organising training for new staff. Overall, the nursery meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Since the previous inspection the nursery have addressed recommendations made relating to resources and documentation. Resources have been increased throughout the nursery and a wider range of storage units installed in nursery rooms. A good range of well labelled resources is now available in each room in the nursery to support children's learning and development. Documentation has improved and staff prepare written plans of activities and play opportunities for children's overall development in line with the Birth to three framework and Foundation Stage curriculum guidance. Written policies relating to child protection and lost or uncollected children are now in place to support children's safety within the nursery.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

## 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 written emergency evacuation procedures to include any special measures to be taken where children are located above ground level and practise fire drills periodically to ensure all staff and children take part
- improve the daily use of resources to ensure children have increased access to a range of activities and opportunities to further develop their emotional, physical, social and intellectual capabilities
- improve documentation to consistently show daily hours of attendance within registration records; to include procedures to be followed in the event of an allegation being made against a member of staff within the child protection statement and to include a statement regarding bullying in the behaviour management statement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)