



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY275100

DfES Number: 534815

INSPECTION DETAILS

Inspection Date 08/09/2004
Inspector Name Verlyn Ulanda Blake

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Daydreams
Setting Address 1 New Hall Road
Sale
Cheshire
M33 2GT

REGISTERED PROVIDER DETAILS

Name Daydreams Private Day Nursery Limited

ORGANISATION DETAILS

Name Daydreams Private Day Nursery Limited
Address 1 New Hall Road
Sale
Cheshire
M33 2GT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Daydreams Private Day Nursery Ltd opened in February 2000. It operates from two floors of a converted house in the Sale area of Cheshire. The nursery serves the local and surrounding areas.

There are 61 children from 6 months to 5 years on roll. This includes seven funded 3 year-olds. Children attend for a variety of sessions.

The nursery offers care to children who have special needs and also supports children who speak English as an additional language.

The nursery is opened Monday to Friday all year round, except Bank Holidays. Sessions are from 07:45 until 18:00.

There are 17 staff who work with the children, of these 14 have a child care early years qualifications. Three staff are currently on training programmes. The nursery employs a teacher to work with the pre-school children three times a week. French, music and pony rides are included in the activities.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP) and Manchester Early Years and Childcare Partnership.

How good is the Day Care?

Daydreams Private Day Nursery provides good quality care for children. The staff work well together as a team, and the provision is well managed and organised. Children make very good use of the wide range of play materials and resources. The premises are very clean and well maintained. There is a good range of child sized furniture available for children to play and work together in comfort, though there is a lack of domestic style furniture in the baby rooms. Record keeping systems are extremely well organised. All documentation is in place with minor omissions on the children's registers.

Staff give priority to ensuring children are safe both inside and outside of the nursery. Effective hygiene routines are in place and children learn about good hygiene practices through the daily routine. Well thought through menus are in place, introducing foods from different countries. Healthy, well balanced, nutritious meals are provided. The staff are quick to respond to the children's individual needs and have a caring and patient approach. Staff have a good understanding of their responsibility with regard to matters of a child protection nature.

Staff engage themselves in children's play. They listen to them, asking them questions to make them think. Children go on trips and visits to places of interest within the community. Staff are skilful at managing the children's behaviour and are successful in gaining children's co-operation and interest. The layout of the pre school room is very good, and provides maximum opportunity for children to make choices within their play. There are some resources reflecting positive images across the nursery.

Staff work extremely well with parents and communication is very good. Staff ensure that there are frequent opportunities to exchange information with parents about the children's individual needs and nursery events. There are very good systems to record details of children's developmental progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The provision is very well organised, which enables staff to work closely with the children and to offer good support and care. Staff know individual children and families well. They gather good information from parents to enable them to meet individual and specific needs. Most meals are provided by a catering company, the cook however, caters for all individual and specific dietary needs of children on a daily basis on the premises.
- Children are very co-operative and well behaved. Staff have a patient and consistent approach to managing children's behaviour. Staff continually praise children for their achievements and as a result children are confident and settled within the nursery. They are clear about how they are expected to behave.
- Children with special needs are well supported within the nursery. Staff work closely with parents and outside agencies in order to best provide for the needs of the children. All staff receive support and training together from the appropriate external agencies, to allow them to work in consistent ways, and provide continuity of care for children.
- Staff develop warm, meaningful relationships with children. There are excellent staff relationships, and effective communication throughout the nursery. Staff support each other well at appropriate times of the day. Children's individual routines are respected, and babies have interaction with

consistent adults throughout the day.

What needs to be improved?

- the arrangement of toys and resources in the ground floor rooms, and the provision of domestic styles furniture for babies
- the resources reflecting positive images
- the completion of room registers

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure room registers are completed accurately on a daily basis.
5	Ensure that domestic style furniture is available to meet the need of babies and toddlers, to assist them in developing mobility and continue normal life experiences.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Day Dreams provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children are making very good progress in all areas with the exception of knowledge and understanding of the world where progress is generally good.

The quality of teaching is generally good. Staff know the children very well and they are skilled in meeting children's individual needs. Staff work well together and manage children's behaviour effectively by setting clear and realistic guidelines. Resources are well organised which enable children to make choices and develop a sense of independence. Resources and activities to promote children's creative development are used particularly well resulting in children who enjoy expressing their ideas freely. Resources to promote children's wider understanding of different cultures and living things are used less effectively.

Children are well supported by staff who reassure children by encouraging them to take part in the full range of activities. Children are provided with challenge and many are exceeding the expectations of their age group. Planning reflects the six areas of learning and is effective overall. However plans do not show staff deployment and do not yet include clear learning outcomes that fully reflect the stepping stones towards the early learning goals.

Staff regularly record children's progress based on their observations of children's play and learning. Although these reflect the six areas of learning it is not clear how they influence or inform planning for children's future learning.

Leadership and management are generally good. Roles and responsibilities are clear with good systems to support effective communication links. The nursery is currently developing their planning systems.

Partnership with parents is very good. Parents needs are met and they are well informed about daily activities and learning.

What is being done well?

- Staff promote children's good behaviour positively and effectively through setting clear guidelines and having realistic expectations.
- Staff place very good emphasis on developing children's language skills which results in children who express themselves confidently and imaginatively.
- Opportunities for children's creative development are good and varied and this is a strength of the setting. The rich number environment promotes children's mathematical development well through a good range of interesting activities and routines that hold meaning for young children.

- Staff know the children and their families well and work together in close partnership to ensure children's individual needs are met.

What needs to be improved?

- Systems to ensure that planning for children's learning is based on what children already know and can do.
- Plans that show how staff will be deployed.
- Opportunities for children to care for and handle living things such as small animals and plants.
- Planned activities for children to learn more about people and their customs from diverse cultural and religious backgrounds.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very well behaved. They play and talk confidently. Some children are able to concentrate for long periods for example, during music sessions and when listening to interesting stories. Through stories, activities and discussion children are learning about the needs of others, especially those less fortunate than themselves, such as wheelchair users. They are developing good levels of personal independence and are able to choose resources and activities for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and careful listeners. They use a wide and interesting vocabulary in relation to both real and imagined experiences. They enjoy well-told stories and appreciate books. They use books carefully and understand that print conveys meaning. Staff ask carefully worded questions which promote children's language for thinking. Their early writing skills are promoted well through the use of a well equipped writing table. They have a clear idea of the purpose of writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning well in a number rich environment. Number symbols and counting are used in ways which hold meaning for younger children such as, '2' can play at the dough table or sand tray. They learn about size and quantity through number songs and rhymes where they make simple calculations, when one teddy is taken away they understand that there is one less. Ideas of shape and size are well promoted in a range of practical ways, including outdoor play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many good opportunities to explore using all their senses. They have access to a comprehensive range of building and modelling materials. They are learning about technology and its uses in their everyday lives. Their sense of time is developing well through routine activities. There are resources to support cultural awareness but it is not clear from planning or observed practice how these are used. Children have limited opportunities to care for and handle living things.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good and efficient use of a wide range of large and small equipment. They learn about protecting themselves from the sun by their involvement in selecting sun hats and applying sun cream. They use space well and safely as they steer wheeled toys and move to music. Their fine motor skills are developing well through using materials associated with writing, creative and construction activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy music, stories and imaginative play. Children dance rhythmically and use simple percussion instruments skillfully and tunefully to accompany their singing. They have many opportunities to choose freely from the good range of materials and equipment available to them. There are many good chances for children to use their senses which is a well integrated aspect of the curriculum.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Review and revise planning to show how staff will be deployed and identify what children are intended to learn based on what they already know.
- Provide children with more chances to care for and handle living things and learn more about the needs of diverse cultural groups.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.