

# Dreammaker Day Nursery

Inspection report for early years provision

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**Unique reference number** EY289657  
**Inspection date** 08/09/2011  
**Inspector** Lynn Palumbo

**Setting address** 65 Cartwright Street, London, E1 8NB

**Telephone number** 020 7480 7166

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**Type of setting** Childcare - Non-Domestic

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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

Dreammakers Day Nursery was registered in 2003. The nursery operates from two separate sites that is linked by a court yard and is situated in Wapping, in the London Borough of Tower Hamlets. All children share access to playrooms and secure enclosed outdoor play areas. The provision is open each weekday from 7am to 7pm 51 weeks of the year. The nursery is registered on the Early Years Register to care for a maximum of 113 children at any one time. There are currently 42 children on roll within the early years age range and they attend different times of the week. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. The setting currently supports children who speak English as an additional language. There are 16 members of staff, all of whom hold appropriate early years professional qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The management and staff team promote some aspects of the Early Years Foundation Stage framework requirements within an inclusive environment. Overall, children make satisfactory progress in their learning and development. Systems to monitor some safeguarding and hygiene routines are not fully effective. The management and staff team have the capacity to self-evaluate their practice with children and strive towards improvement for their benefit.

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

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

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises and the names of the children's key workers is recorded (Documentation)(also applies to both parts of the Childcare Register) 24/09/2011
- ensure a written record of all medicines administered to children is recorded and parents are informed. 24/09/2011
- ensure that the indoor spaces, are suitable for their purpose this is in relation to the cleanliness of the kitchen, and hygiene of the cutlery in the pre-school room (Suitable premises, environment and equipment) (Also applies to both parts of the Child care Register) 24/09/2011

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

- continue to develop children's independence to ensure they take part in serving themselves foods and water during lunchtime and throughout the day in the pre-school room. In addition, ensure water is accessible in the baby room throughout the day
- provide an enjoyable experience during lunch time in the pre-school room to promote children's understanding of a healthy lifestyle
- ensure activities planned provide opportunities for children's learning to be fully extended.

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

The management and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for child protection and first aid. Some record keeping and documentation that is required for the safe and efficient management of the nursery is maintained and are regularly reviewed and updated. However, although an attendance record is in place for all children, the hours of children's attendance is not kept up-to-date. In addition, the names of the key workers are not available. Although parental consent is obtained for staff to administer medication, written records of all medicines administered to children are not consistently recorded. Although the manager has a record of risk assessments in place, and understands the importance of minimizing potential hazards, staff are not sufficiently implementing regular hygiene routines. This does not ensure any potential hazards relating to cross contamination are promptly identified and minimized.

Children are offered a satisfactory balanced range of resources within some child-friendly environments. The management and staff team are taking effective steps to ensure resources are arranged so children initiate their own play, however, this is not fully embedded into the provision. In addition, children visit a range of recreational and educational places within the community, for example, parks and charity walks. Equality and diversity is promoted soundly with the provision. The children and staff represent a wide range of cultures and are treated with respect. Children who speak little English when they join the nursery are overall supported sufficiently and a list of important vocabulary in children's home language is used when necessary. Children are provided with a sufficient range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. The providers are developing their systems of self-evaluations and staff's and parents' views are considered. The management team are aware of the range of weaknesses within the provision and they are working hard to show they are fully embedded to secure future improvements. For example, they have identified that assessments of children's learning require enhancement, the garden areas need to reflect the six areas of learning and parents need to be fully involved in their children's learning and development. Recommendations for the previous inspection have been addressed. The level of engagement with parents and carers

is satisfactory. Parents receive information about the setting through daily discussions and they receive samples of their children's work. A range of information about the nursery is available to parents, such as, brochures, policies and keyworkers details, this help to ensure parents are aware of the setting's professional responsibility. It is evident through discussions with parents that overall they are satisfied with the service provided and complementary about the warmth and care their child receives from staff.

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

Staff have created a warm and welcoming environment and have sufficiently organised the play areas to provide a range of toys and activities according to children's ages and stages of development. Staff ensure that resources are mostly accessible and this sufficiently supports children to make their own choices and promote their independence and self-esteem. During play the majority of staff stimulate children's thinking effectively by asking a good range of questions to support their learning. For example, in the toddlers room, when playing with sand, children learn about weight and volumes. This helps children develop their problem solving skills. However, this is not consistent throughout all children's play. For example, when children play with water in the pre-school room, filling and pouring water from a bottle, staff do not extend children's thinking by using any other resources. Overall, staff have a sound understanding of the Early Years Foundation Stage and plan some purposeful play, with a balance of adult-led and child-initiated activities. The provider is keen to ensure assessments are consistently based on the children's interests to ensure all children's needs are fully met; she has addressed this area in her self-evaluation.

Children develop their literacy skills soundly. Pre-school children and toddlers enjoy looking through picture books and thoroughly enjoy listening to the key persons read stories throughout the day. Children in the toddler room enjoy mark making, using a range of materials, such as cornflour and crayons. In addition, the majority of children and babies are consistently speaking and listening, for example, as babies babble when comforted by staff. Babies develop their problem solving skills as they build structures with blocks. In addition, they investigate resources, opening flaps, pulling levers and activating noises. This helps them develop skills for the future. All children, including babies, have a range of activities to engage in creativity, for example, they use range of tools to explore with paint, modelling dough and sticking activities. Children are developing skills to understand the world around them. Pre-school children and toddlers taste a range of cultural cuisines, which the parents helped to plan. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society in which they live. Staff support children to use a wide range of equipment and tools safely, for example, when cutting foods and using scissors.

Overall, there are sufficient measures within the nursery to ensure that children feel safe. They regularly practise fire evacuations and learn about road safety when out in the community; this reinforces their understanding of personal safety. Children are learning to adopt a healthy lifestyle. They receive nutritious and well-balanced snacks and meals and the majority of children are learning about the importance of healthy foods. However, this is less well developed in the pre-school room. Although, water is available to children throughout the provision, children in the pre-school and baby room are not able to instantly access. Hygiene is promoted as children follow a good hand washing routine. However, staff are not consistently promoting hygiene further, as the kitchen facilities are not regularly cleaned after the preparation of food. In addition, children in the pre-school room eat from cutlery which has fallen on the floor. Although children are learning to serve their own foods during mealtimes this is not consistent throughout all the ages of children and they are not encouraged to pour their own drinks throughout the day. Children are developing skills that will contribute to their future economic well-being well as they use a range of information and communication technology equipment. Children's behaviour is managed well by the staff and they are learning to share toys and socialise when taking turns in activities. Children are friendly and they show their respect to the staff, who are good role models.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 24/09/2011
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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 24/09/2011