

Dream Catchers Nursery

Inspection report for early years provision

Unique reference number EY430055
Inspection date 19/12/2011
Inspector Christine Walker

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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.

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Description of the setting

Dream Catchers Nursery opened in 2011 and is privately owned and managed by Dream Catchers Nursery Limited. It operates from a single-storey building in the Herringthorpe area of Rotherham. Children have access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 5.30pm, all year round with the exception of bank holidays. A maximum of 34 children may attend the nursery at any one time.

There are currently 51 children on role who are within the early years age range. Of these 12 are in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The nursery is a member of the National Day Nursery Association and has a five star award under the Food Standards Agency's National Hygiene Rating scheme.

There are thirteen members of staff, including the owner manager. Nine of whom work directly with the children. Of these one holds a level 3 child care qualification and relevant teaching qualification, two hold a level 3 early years qualification and level 5 management qualifications, five hold level 3 in early years and three have qualifications to level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well and a welcoming environment for all children. Children's individual needs are known and catered for because the qualified enthusiastic staff work closely with individual children who overall enjoy a wide range of stimulating activities which cover all aspects of learning. Strong partnerships with parents and carers effectively supports continuity of care, but partnerships with other providers are still in their infancy. Effective promotion of children's safety and well-being is underpinned by clear policies, procedures and practices. High levels of support ensure children make good progress in their all-round learning and development, however observation, planning and assessment are not fully effective. Systems for self-evaluation are in place, with identified strengths and priorities for improvement.

What steps need to be taken to improve provision further?

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

- enhance the children's experience further by planning an outdoor environment that is rich in signs, symbols, notices and words that take into

- account their different interests
- review observation, planning and assessment to ensure it is used effectively to identify children's developmental progress and inform future planning
- develop existing systems to share information about children's individual learning and development, when children attend more than one setting to ensure continuity.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting. The staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. An effective safeguarding policy is in place which is shared with parents to ensure that they know the responsibilities of the setting. Effective use of up-to-date risk assessments supports staff in ensuring the areas are safe. Detailed daily checks are completed for both the indoor and outdoor environment ensuring that children are kept safe at all times. Staff are suitably vetted and safe to work with young children. This protects children's welfare. Staff are well supported to access relevant training and demonstrate a high commitment to personal and professional development.

The nursery is well resourced and the rooms are used effectively to allow for continuous play provision and to provide children with opportunities for free-flow between inside and the outdoor area. There is planned, purposeful play and exploration, in door and out, with a good balance of adult-led and child-led activities. This benefits the children's learning and development. Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. Although observation, assessment and planning is good it is not flexible enough to accommodate children's changing needs and interests. The environment is well organised and accessible to the children. For example, children choose what to play with and access resources independently, this ensures that are able to thrive and make good progress in their development. The staff form close working relationships with parents and carers, and obtain useful information about each child, such as their favourite activities, likes and dislikes. This is very evident in the baby room and means that parent's wishes and children's individual needs are effectively met.

The staff and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. However links with other childcare providers are in their early stages. Parents express positive comments about the nursery and their children's progress.

Self-evaluation is in progress. Management and staff are working together to look at strengths and identify areas for development. However, following the recent change in ownership and management this is still ongoing. The registered provider has identified the setting's current strengths and areas for development. For

example, key policies and risk assessments have been updated and improvements made to the environment. Staff offer sensitive support to children who have special educational needs and or disabilities. For example, yoghurt is emptied into a bowl to enabling children to feed them selves. Systems are in place to support children who speak English as an additional language. An effective equal opportunities policy is regularly reviewed and supports the staff and children well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children settle well in the nursery and feel very safe and secure because the staff are attentive to their needs. Children have warm relationships with the staff and clearly receive an enjoyable experience across all areas of learning. Children know how to use toys and other resources safely, for example, using cutters and knives as they play with the play dough making mince pies. Fire drills are practiced regularly and children gain a high level of awareness of their personal safety. They confidently undertake their own risk assessments at tidy up time, drawing smiley faces against pictures on a clipboard to show what has been done. For example, pushing chairs under the table, clearing toys away off the floor. This helps them to understand dangers and become involved in daily routines.

Children's good health is promoted effectively by staff, for example, good hand washing routines are well established. Children confidently clean their teeth after lunch, older children correctly identify their own tooth brush and beaker and talk about keeping your teeth healthy. Healthy nutritious meals are freshly prepared on the premises with menus taking into account children's individual needs, likes and dislikes. Staff effectively support children's good health by maintaining good standards of hygiene at all times.

Children enjoy being outside where they run, hop, play football and play hide and seek to develop their growing physical skills. Resources are easily accessible at children's height and some are labelled which also promotes word recognition. However, this is less well developed in the outdoor environment. The areas of play also contain photographs of children, displayed at child height, which help children identify with the areas of play and develop a sense of belonging.

Children behave well and work alongside each other as they share resources, such as trains when building a train track together. Children's language skills are encouraged through imaginative play activities. For example, children concentrate for long periods when re-enacting the story of Little Red Ridding Hood with puppets and props. Children listen attentively at story time and join in singing and music and movement sessions. Children paint and draw and creativity is celebrated as art work is displayed throughout the nursery. Children are beginning to recognise their names as they self-register and become increasing aware that text has a meaning. They are developing good skills for the future as they become

competent communicators. Children confidently use a range of battery operated programmable toys, shape sorters and jigsaws aid problem solving skills as younger children find the right shape.

Celebrations and festivals are planned to enhance the children's knowledge and awareness of the wider world and a good range of resources, such as, posters, play figures and books promote positive images of themselves and of the diverse society in which they live in. Makaton signs are displayed throughout the nursery and staff use signs to reinforce the spoken word and help children communicate their needs. This helps children for whom English is an additional language or children whose language skills are less well developed communicate their choices, for example, milk or water at snack time.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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