

Little Dreams Day Nursery

393 Ashford Road, STAINES, Middlesex, TW18 1QG

Inspection date

Previous inspection date

11/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The setting is well organised and equipped with a good range of play resources which are supplemented with natural materials that children can use for a variety of purposes, such as, boxes, tubes and leaves.
- The proprietor has a clear vision for the development of the nursery and is using her experience from her other two nurseries to develop the setting.
- The proprietor and staff use self-evaluation effectively to reflect on practice, review how space is used, how the daily organisation and routine is working and make sure children's interests are being followed.
- The nursery is newly opened and currently operating to low numbers of children, resulting in children receiving close attention from staff in small groups helping them to feel secure and settle easily.

It is not yet outstanding because

- The use of resources, such as photographs, is not fully developed to encourage children's communication and to help them to learn about themselves, their families and each other.
- Impromptu activities that older children are involved in are not always extended to include babies in experimenting with holding chalks or crayons as they observe their older friends.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- One inspector completed the inspection in one day.
- The inspector spent time observing children and staff interaction with children.
- The inspector sampled children's information and development records.
- The inspector shared a short joint observation with the proprietor. Management issues and safeguarding were discussed with the proprietor and the policy sampled.
- The inspector obtained parents views through discussion with parents.

Inspector

Jane Nelson

Full Report

Information about the setting

Little Dreams Day Nursery was registered in 2012. The nursery is one of three nurseries located in Surrey and Hounslow operated by an individual provider. The nursery operates from a two storey house in Staines, Middlesex. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and provides care for a maximum of 50 children within the early years age group. The nursery opens five days a week, all year round. Operating hours are from 7.30am to 6pm. There are currently 13 children aged between eight months and five years on roll. The nursery

receives funding for the provision of free early education for children aged two, three and four. The proprietor also currently manages the nursery; she has a National Vocational Qualification at level 6 in childcare and is in the final stages of completing the Early Years Professional Status. In addition, a staff team of two staff currently work with the children. One member of staff has a National Vocational Qualification at level 3 in childcare and the other staff member at level 2

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the use of photographs in helping children to learn about themselves and each other; for example by displaying photographs showing how young babies communicate and making family books that children, parents and family can contribute to
- involve babies in activities that encourage them to experiment with holding chalks or crayons using a whole hand grasp and to make random marks with different strokes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff build good relationships with children, sharing affectionate, supportive and encouraging interaction, and promoting their learning and development well. They plan and provide a good range of activities across all areas of learning that reflect individual children's interests and stages of development. This results in all children enjoying their time at nursery and making good progress in their learning and development, given their starting points.

Babies receive close physical reassurance throughout their daily routine. Staff follow home routines, regarding sleeping and eating, providing familiarity and reassuring laps and cuddles for babies when needed. Staff sit near babies on the floor encouraging their gradual independence in moving, communicating and exploring toys and play equipment. Babies use their physical skills and developing coordination as they pull themselves up onto a familiar free standing toy. They are learning about the world around them and gaining a sense of themselves as they investigate the toy and observe changes in their environment. For example, they press buttons on the toy, generating sound, movement and light and smile at the response generated by their actions. Babies gradually notice themselves, older children and staff in the child height safety mirror, recognising their reflection and watching their actions. Staff talk constantly to babies, describing what they are doing and what they can see, encouraging smiles and excited vocalisation in response.

Children are acquiring a range of skills that will support them as they move onto their next stage of learning. For example, older children show confidence in their play, are developing independence and are familiar with the daily routine. Children articulate clearly, listen to staff and each other, behave well and enjoy socialising and getting to know each other in the small group of children currently attending the nursery. They excitedly greet a new friend and a member of staff helps children to pronounce each other's names, comparing and noting the similarities between some names. Children listen avidly as she reads a story they have chosen from the book rack. She remembers they like this book and refers to some of the characters and how they are feeling in the story. Children ask questions about the story and show their enjoyment in books, requesting and selecting another story.

An enabling and flexible environment is created using both indoor and outdoor areas. Children enjoy expending energy and using their large physical skills in the garden, running, riding bikes and climbing in and out of boxes. Children discuss traffic lights with a member of staff, which develops into a game of children following stop and go instructions from the member of staff as they ride their bikes. Children observe changes in nature, such as, the leaves falling, feel a few drops of rain and examine the seeds they have recently planted. Babies show developing awareness of the outdoor environment as they see mobiles blowing in the wind and staff lift them up to touch the shiny object as it moves. They giggle as they feel a transparent chiffon scarf a member of staff drapes gently across their face in the breeze. Children concentrate and persist at activities they enjoy and that staff help them to extend. For example as the rain starts, staff suggest they walk carefully to the front of the nursery where they can play under the cover and hear the rain. Children immediately show interest in a chalking board in this area and draw on paper fixed to the board using chunky chinks. Older children write recognisable numbers and letters confidently. Although, on occasion, opportunities are missed to encourage babies to join in with this activity and experiment with holding chinks or crayons.

Older children use their creative skills and explore media during a painting activity. They kneel on the ground, using brushes to mark make, and discuss the colours they are using. Staff extend children's critical thinking skills through questions and discussion. For example, children request a colour that is not there and staff pose questions about how they could try mixing colours. This is a success and children proudly refer to how they have made brown by mixing yellow and green.

Staff monitor and record children's starting points and development through discussion with parents and regular observations. They successfully identify children's next steps and plan activities they can provide that will support and interest children as they move forward. Staff use information obtained from parents, for example, about home routines or finding and playing a familiar song that children enjoy at home, to provide reassurance and continuity. Systems are in place and in the process of being implemented to involve parents in contributing to their children's development records and observations.

The contribution of the early years provision to the well-being of children

Children enjoy their time at the nursery. They are happy, confident and demonstrate they feel safe and secure with staff. Older children show a developing confidence and independence, socialising well with each other and staff. Babies demonstrate a feeling of security with staff by cuddling in when they are tired, holding their arms out to be held and responding with smiles. The gradual settling-in procedure in a new environment enables staff, children and parents to get to know each other.

Children demonstrate a developing awareness of their own health and hygiene. The organisation and planning of the nursery environment encourages their independence with routine tasks such as hand washing. Children know their hands need to be clean before eating, especially after playing outside and getting paint on their hands. They use the communal child-height sink, operating taps and soap dispensers swiftly and efficiently, occasionally needing a reminder to dry their hands. They enjoy healthy snacks of rice cakes and fruit; some children bring a packed lunch, while others enjoy healthy vegetables with chicken nuggets. Babies' home routines are followed regarding feeding and sleeping and they snuggle cosily in when having their bottle. They enjoy sharing lunch with the older children, experimenting with soft food and using their own spoon.

Children show an awareness of their own and others safety. They show care with younger children and know they need to be careful when moving around. Older children use utensils with care, showing control when using chinks and brushes and a developing confidence using a knife and fork to eat their lunch. Children participate in tasks that help to keep everyone safe such as helping to sweep up after lunch.

Good use is made of resources in the nursery with space organised well and a good range of play equipment and furniture in place. These are supplemented with other materials which children can move and use for a variety of purposes. For example leaves, cardboard boxes, tubes, and scarves.

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

The proprietor who is currently managing the nursery has several years experience of owning and managing her other two nurseries. She has a clear vision for the development of the nursery and the practice she expects to see. The staff team are newly formed and will build as the nursery expands. Systems are already in place to support staff in their own development through training, appraisals and participating in the nursery's on going self- evaluation. Staff and the proprietor are already evaluating, reviewing their practice and making changes as they observe and assess what works well and where development is needed.

The proprietor demonstrates a good commitment to improvement and development. For example, she has developed her own knowledge and is in the final stages of completing the Early Years Professional Status. She describes how she intends to share with staff and

cascade information relating to the knowledge and practical skills she has gained. The systems newly implemented to record, monitor and assess children's development are being used effectively by staff and are monitored by the proprietor. She is aware of the need to complete the newly required progress check for two-year-olds and this will be implemented as children reach that age range or join the nursery.

Staff and the proprietor understand their responsibilities relating to safeguarding and child protection issues. They are aware of issues that may cause concern and the procedures to follow if concerns arise regarding children's welfare, an allegation is made relating to a member of staff, or they have concerns about a colleague. Staff supervise children closely and risk assessments are used to monitor and review safety. Robust procedures are in place for recruiting and vetting suitable staff. The proprietor is aware of her responsibilities regarding meeting the safeguarding and welfare requirements, in particular to maintaining ratios and meeting space requirements.

Good relationships are being built with parents, encouraging their involvement in their children's learning and resulting in good information sharing. Systems are in place to develop this over time. For example, by having a home/nursery teddy for children to take home for the weekend and through the sharing of books children are using and enjoy at nursery. Parents comment that their children enjoy coming to nursery and they can see the progress they are making. Information is displayed for parents in the entrance hall, including photographs illustrating activities children have enjoyed and encouraging parents to ask children questions. However, the use of photographs is not yet extended for example, to include the sharing of photos of children's families, making family books and using children's photographs as links to their names. There are no children currently attending who also attend other settings such as, nursery class or a childminder. The proprietor is aware of the importance of working in partnership with other settings when this occurs in the future, in particular at times of transition such as when children are preparing to go to school. The proprietor has started the process of building partnerships with other local resources such as the children's centre.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are

		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446151
Local authority	Surrey
Inspection number	793227
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	13
Name of provider	Little Dreams Day Nursery Limited

Date of previous inspection	Not applicable
Telephone number	01784 390107

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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