

Daydream Nursery

Hillersdon, Horsell Rise, Woking, Surrey, GU21 4AY

Inspection date

13/09/2012

Previous inspection date

25/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Babies and children develop strong attachments with staff and show they are relaxed and feel very secure in their care. Staff support this with sensitive settling-in procedures.
- Parents are welcomed into the nursery and share information with their child's key person on a daily basis. This keeps parents well-informed of their child's progress and helps staff to meet children's changing needs and respond to their developing interests.
- The educational programme stimulates children at it is based on the assessment of their individual abilities and interests. It is flexibly adapted to meet their changing needs and interests. This leads to their making good progress in their learning and development.
- Children's language development, including those who speak English as an additional language, is consistently supported well by staff, who build on their vocabularies and enjoy extended conversations with them.
- Children benefit from the warm, welcoming, safe and secure environment. This is created through staff rigorously implementing policies and procedures that safeguard children. Children are polite and behave well. The daily routines, regular outdoor play and nutritious meals lead to their having good understanding of how to keep healthy.
- The managers regularly monitor staff's performance and, with support from the member of staff holding Early Years Professional Status, provide coaching and mentoring for staff. All staff are encouraged to attend training. This motivates staff to continue their professional development and supports the introduction of new systems for the reformed Early Years Foundation Stage.

- The managers and staff identify ways to continually improve their provision. The member of staff with Early Years Professional Status is helping to lead the introduction of the reformed Early Years Foundation Stage by providing training and support for staff.

It is not yet outstanding because

- Staff do not always quickly recognise when young children need more space to release their energy, such as after lunch. Activities outside do not entice those children that want quieter activities to remain with their group through the provision of a quieter, more enclosed, area in the garden
- Outdoor resources do not include recycled and open-ended equipment to further stimulate cooperative and creative play, such as tyres, large cardboard tubes, sheets of material, crates and guttering
- Children do not pour their own drinks and serve their own food to extend their independent care skills.

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.

Inspection activities

- The inspector, accompanied by her manager, observed activities in the four different rooms currently in use and the garden.
- The inspector held meetings with the manager and owner.
- The inspector looked at children's progress records, activity plans, and selected

documentation, particularly that relating to safeguarding.

- The inspector took account of the views of parents spoken to on the day and given to the setting during their meetings with parents or through the suggestion box.

Inspector

Louise Bonney

Full Report

Information about the setting

Daydream Nursery was registered in 2001. The nursery is privately owned and operates from a converted house close to Woking town centre in Surrey. Five rooms are available for the children, on two floors. Access to the upper floor is by stairs only. There is an enclosed garden for outdoor play.

The nursery is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 41 children on roll aged between three months and five years. A maximum of 39 children attend the nursery at any one time. The nursery supports children who speak English as an additional language. The nursery does not receive funding to provide free early years education.

There are 10 members of staff. Of these, six are qualified at Level 3 and one holds Early Years Professional Status. One member of staff is working towards a recognised qualification.

What the setting needs to do to improve further

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

- increase opportunities for children to develop independent care by allowing them to pour their own drinks and serve their own food
- anticipate young children's energy, particularly after lunch, and provide suitable space while also considering how to provide an area outside that is sufficiently inviting for children who prefer more restful activities
- develop outdoor play by providing open-ended equipment that children can move safely and cooperatively to create their own structures using natural materials such as crates, tyres, guttering, sheets of material and large cardboard tubes

Inspection judgements

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

Children benefit from a broad range of activities that staff carefully plan to stimulate their interest and involvement. Staff learn about children's starting points through talking to parents and completing a form about their development when they first join the nursery. Staff carry out observations of the children to identify their progress systematically and their next possible steps in learning. Staff use these assessments and feedback received from parents about children's activities at home to plan activities across all areas of learning. There is a particular focus on the prime areas of communication, personal social and emotional, and physical development. This leads to children making good progress in their learning and development.

Staff understand how to challenge and motivate children's participation by planning activities that reflect their interests or by setting out activities attractively. For example, two babies show delight and smile at each other and staff as they successfully balance soft blocks, build a tower and watch it fall, repeating this many times. Staff support children as they learn new skills, such as when they show them how to climb onto a hopper, and children increasingly develop confidence as they bounce or climb on and off. Children who speak English as an additional language quickly develop good levels of confidence in expressing themselves. They repeat phrases during an adult-led activity and practice pronouncing everyone's name carefully as they roll, throw or bounce the ball to each other.

Staff extend conversations and ask children open questions that encourage them to think before they respond. This helps the children develop their thinking skills and confidence in expressing their ideas, as they know that adults are interested in what they say. Trails of brightly coloured paint on a large surface encourage children to explore colour and patterns as they run small cars through the paint, observing the patterns they create and how the colours blend. Staff encourage children to make choices during their activities and support these. For example, by providing additional resources children ask for during a model making activity. However, staff do not sufficiently anticipate children's energy levels after lunch. This leads to indoor activities becoming too energetic for the space. Staff do not give consideration as to how to provide a more enclosed outdoor area with enticing activities for the minority that want more restful play.

The key person system ensures that each child receives tailored support and that information about children's progress is easily accessible to parents. They provide parents with a warm welcome and encourage them to be involved in their children's learning. For example through displaying planning, which clearly shows the daily learning aims of the activities for their group of children. The key person asks parents for a few regularly used words in their home language when children speak English as an additional language. This is to support communication as children settle. Older children take books home to share with their family to encourage their involvement. The key person or manager is available for parents at daily handover, allowing the exchange of information about children's newly developing skills and interests. Parents are encouraged to make appointments to come into the nursery to discuss their children's progress in more depth. Newly developed progress checks for all two years olds are now in place ready to share with parents and for

them to share with other relevant professionals, including their health visitor at any health review.

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

Babies settle very well and quickly develop strong bonds with their key person. The gradual settling-in procedures help children and parents develop confidence when separating from each other. Babies follow their home routines and staff calmly and sensitively recognise and manage their needs. Staff respond to their sounds and gestures quickly, giving them a gentle tummy rub or smile. Babies who are upset quickly relax and fall asleep with a cuddle, plenty of eye contact and soft words. Before children progress into older groups, they have introductory visits and staff get to know them during outdoor play, when groups often merge. This helps them transfer to their new rooms with confidence. Children show they are confident, independent and behave well. New children receive close support and most quickly settle and soon start making their own choices about activities. Toddlers confidently ask staff for support or go to give them a quick hug before returning to their play. Older children competently manage many aspects of self-care. They find dry clothes in their bags when needed and take off their shoes to put them in the allocated box after playing outside. They are very helpful when setting the table for lunch, showing polite behaviour as they thank each other without prompting. However, they do not yet have opportunities to pour their own drinks and serve their own food to extend their independence further.

Children very much enjoy the nutritious meals and snacks. Babies enjoy being fed by attentive staff who maintain eye contact and respond to their gestures and sounds. Toddlers new to the nursery learn how to eat solid food with gentle help by staff, who give praise and support. Older children enthusiastically clean their plates and have second helpings when they ask for more. Children describe how and why they wash their hands before eating, showing good understanding of hygiene. Staff protect children from cross-infection by implementing the sickness policy and asking parents to collect early when their children are unwell.

Children access a good range of appropriate resources that stimulate their interest well overall. Clearly labelled resources are set out on low shelves indoors, with areas set up such as a home corner or cushioned reading area. This allows children to make independent choices during their activities. Children show good levels of concentration as they engage in activities and receive support from staff as they play. They confidently ask for more resources when modelling with recycled materials in order to develop their own ideas, which staff quickly provide. Staff patiently respond to babies' gestures and keep offering them different books until they show they are satisfied and have the one they really want. This supports their confidence as they develop their individual preferences.

Children enjoy frequent opportunities for outdoor play and have hard and soft surfaces to play on. Babies sit on rugs and watch how the wind catches the bubbles that float away. Children develop physical skills and awareness of risk as they ride on a wide selection of wheeled toys and climb on or through brightly coloured apparatus, or run and chase balls

on the lawn. They listen attentively as staff explain the safety reasons why they should use the hoppers on the grass rather than the tarmac. They explore natural materials, such as sand and water, and do some planting to learn how things grow. However, there are no open-ended resources such as tyres, large cardboard tubes and crates, or sheets of material, to further develop their cooperative and creative play.

Children who speak English as an additional language quickly develop language skills. . Children listen attentively as staff model language clearly and say phrases repeated during playful activities. Staff encourage children to experiment with less familiar sounds by making animal noises when reading stories and develop their phonic awareness as they guess a word from its initial sound. Children show confidence as they start conversations with staff about their activities.

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

The nursery continually evaluates and improves its provision and has now employed a member of staff who has Early Years Professional Status. The staff have addressed all of the recommendations made at the last inspection, leading to improvements in safeguarding procedures, staff development and activities. All staff contribute to the development plan, which includes the provision of a vegetable patch to provide more opportunities for children to explore nature through growing and picking vegetables. Staff promptly take action to meet the requirements of the revised Early Years Foundation Stage. New systems have been successfully introduced for planning, recording observations and assessing children's progress, together with a summary assessment of progress that is now required for two year olds.

The owner and manager rigorously implement appropriate safeguarding procedures and work closely with other agencies when necessary. Risk assessment ensures that the premises and equipment are safe and suitable. Effective recruitment and induction procedures mean that children receive care from staff that undergo appropriate checks and who are aware of the nursery's policies and procedures. Ongoing appraisals identify staff's strengths and weaknesses and inform future training plans. The manager identifies appropriate training for unqualified staff. New staff receive coaching and mentoring and this incorporates the introduction of new systems. This supports staff's continued professional development and motivates staff, creating an environment that benefits the children.

The owner and manager know the parents and children well. They closely monitor the early years provision and outcomes for children. They regularly review children's records and discuss progress with each child's key person. They then meet with parents on request to discuss this. They identify children who may need extra support to close gaps in learning, such as children with English as an additional language. For example they introduce systems, such as the use of key words and picture communication boards, to all rooms. Teachers from local schools visit the nursery and meetings with head teachers help ensure children with special educational needs and/or disabilities receive the support they

need when they transfer to school.

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	160633
Local authority	Surrey

Inspection number	814250
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	41
Name of provider	Day Dream Nurseries Limited
Date of previous inspection	25/06/2009
Telephone number	01483 714827

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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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