

# Dreamcatcher Childcare

CMI Building, Church Road, Sunningdale, Berkshire, SL5 0NJ

## Inspection date

Previous inspection date

12/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Outstanding partnerships between the setting, parents, external agencies and other providers ensure children's needs are quickly identified and exceptionally well met. The highly successful strategies in shared learning help ensure children are extremely well-prepared for the next steps in their learning and school.
- Staff are particularly sensitive and skilled in developing children's sense of belonging in the extremely warm family focused environment, the community and the wider world.
- Children have excellent relationships with staff and each other and demonstrate high levels of confidence as they are extremely motivated, eager and curious to sample the exciting, stimulating activities on offer.
- The exceptional quality of planning for both the indoor and outdoor learning environment provides interesting and stimulating activities that recognises children's individual learning needs and builds on their interests
- The manager and staff work extremely well together as they carry out performance monitoring that identifies individual training and professional development needs to improve their practice.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Activities were observed in the indoor and outdoor environment.
- Discussions were held with staff/the childminder
- Joint observations of staff practice and activities were undertaken

## Inspector

Susan May

## Full Report

### Information about the setting

Dreamcatcher Childcare is an established privately run nursery that registered at its current premises in 2012. It operates from the CMI building in Sunningdale, Berkshire. Children have access to enclosed gardens for outdoor play. The nursery offers care to children from the local community and surrounding areas. The nursery offers support to children with special educational needs and/or disabilities and those learning English is an additional language. It is registered on the Early Years Register and compulsory and voluntary part of the Child Care Register. A maximum of 60 children under eight years may attend the nursery at any one time. There are currently 48 children on roll. The nursery is in receipt of nursery education funding for eight three year olds. The nursery opens Monday to Friday from 8.00am to 6.00pm for 51 weeks of the year, with the

exception of bank holidays. The nursery offers wraparound care and holiday clubs. Extended hours from 7.30am to 6.30pm are available if requested. Children may attend for a variety of sessions. There are ten members of staff working with children, one of whom is a qualified teacher. Seven staff hold relevant childcare qualifications to level three or above. The nursery also employs an administrator.

### **What the setting needs to do to improve further**

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

- Reviewing quiet areas to provide children with clear access to attractively displayed books to enjoy and share

### **Inspection judgements**

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

Children clearly enjoy their play in the welcoming environment. Planning is tailored to meet each child's individual needs with their interests and stage of development taken into account. Staff work extremely well together and consistently combine their skills and knowledge effectively to plan a stimulating and interesting environment. Their superb knowledge of the Early Years Foundation Stage framework evident as they support children's learning throughout the nursery day. This enables children to make excellent progress in their development. Comprehensive observations and assessments, photographs and examples of children's work are included in records of development. These effectively monitor children's progress in relation to their starting points. All progress records are accessible to parents. Children regularly get out their own learning journals, reflect on what is in them and have a say in what they want included. Parents are invited to share children's learning experiences as they receive information about topics and ideas for related learning activities at home. There are also informative meetings, demonstrations and discussions for parents about how play relates to the early learning goals and children's steps towards them. The outstanding partnership between the setting, parents, external agencies and other providers ensure children's needs are quickly identified and exceptionally well met. The highly successful strategies in shared learning help ensure children are extremely well-prepared for the next steps in their learning and school.

Children competently use everyday technology to develop future skills. For example, as they sit in the interactive science/IT area and use the light box to layer coloured Perspex shapes making different colours. Children problem solve as they sit quietly with puzzles, build road and train tracks, count as they identify how many children need lunch and go on a 'shape' hunt around the local area. Children develop their coordination skills and awareness of quantity. For example, as they make gingerbread men to eat after their

lunch. There are opportunities for mark making and letter and number recognition both indoors and outdoors through clear labelling, children's comments recorded on their artwork and posters displayed around the nursery. Children enjoy role-play, participate happily in music and movement sessions and enjoy action songs and rhymes.

Communication and language is given high priority with gesture and actions used to illustrate and support language development for very young children. Older children are encouraged through the excellent use of open-ended questions to develop their thought processes and vocabulary. Simple phonic sessions to sound out words help children identify letter sounds and recognise their own and others' names. Children for whom English is an additional language participate fully in the nursery day as strategies to help them develop their language and communication skills are implemented. The nursery offer an inclusive setting where children begin to value diversity as positive images of culture; ethnicity and gender are embedded in daily practice through staff attitudes, activities and resources.

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

The dedicated staff team are passionate about promoting children's social and emotional development and work hard to help children form secure emotional attachments. Children arrive happily at the nursery, running excitedly to their key person to greet them before moving on to sample the activities. Staff are particularly sensitive and skilled in developing children's sense of belonging in the extremely warm family focused environment. For example, each child has their own named bag for their possessions and a named drawer for their learning journeys and work. As a result their self-esteem is promoted and they feel valued and part of the nursery 'family'. Children are confident and happy, moving purposefully around their base rooms and the 'Hub' room where children of all ages come together for meals and some activities. Children initiate their own learning as they choose what they want to play with demonstrating eagerness and curiosity in exploring the wide range of exciting and challenging resources. Staff understand how children learn through play, that each child is unique and the value of providing an environment that appeals to children's interests both indoors and outside. Each room is set out with designated areas of learning, for example, role-play, construction, interactive science/IT. Children may relax in quiet areas where a comprehensive selection of books and story sacks are kept. However, these are not always easily accessible for the youngest children or displayed to their best advantage for older children to encourage them to enjoy by themselves or to share with each other.

Children move around freely demonstrating their awareness of keeping themselves safe as they carefully negotiate around each during a music and movement session. Staff plan activities to promote further children's understanding of keeping themselves safe. For example, children put on their builders hats and use clipboards indoors and in the garden to decide what could be a risk thus raising their awareness of keeping themselves safe. Children develop an extremely good understanding of their own self-care and the importance of good health as they learn that meal times are social occasions when they sit together to eat. They learn about positive eating habits and discuss healthy foods that

provide energy for running around the garden. This promotes good future eating habits. Staff have high expectations of behaviour and children are lively but behave extremely well, showing consideration for equipment and each other as they help tidy away and share resources. Their sense of community care and responsibility fostered as they go regularly in the local community, for example, to a local care home to meet the elderly residents.

Children play a dynamic role in their own learning, their thoughts and suggestions taken into account by staff for future planning. This combined with the staff's excellent support helps build self-esteem and developing skills that will benefit the children as they move onto the next steps in their learning.

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

The exceptional organisation of the nursery; comprehensive policies, procedures and risk assessments promotes children's well-being and safety significantly. Staff are fully aware of the procedures that help to keep children safe at all times and regularly attend safeguarding children courses. High priority is placed on helping to protect children from harm. Stringent systems are in place to ensure all staff are suitable, appropriately vetted and well qualified. All children's documentation and records are kept up-to-date and professionally maintained, with all the required parental consents and information in place.

Children are confident and have excellent access to a range of attractive, age-appropriate toys and resources in the exciting bright and welcoming environment. Children's learning is promoted exceptionally well in all areas through effective monitoring and assessment that reflects children's interests and stage of development. Children's preferred methods of learning is recognised and excellent activities and resources in both the indoor area and outdoors provide many opportunities to help children progress across all areas of learning. Staff deploy themselves effectively to ensure all children receive high levels of individual care and attention. Equality and diversity practices are extremely good. For example, staff work consistently to share their knowledge of each child including those learning English as an additional language or who have individual education requirements. Each child is recognised as a unique individual as staff have a thorough knowledge of each child's background and family circumstances. Consequently all children are supported fully and their needs met.

Staff establish outstanding relationships with parents, external agencies and other providers. For example, they are proactive in linking with health visitors who regularly visit the setting to work with staff, parents and children. Ongoing communication and strong links with local schools help ensure that the transition to school is sensitively handled. Parents are eager to express their opinions on the nursery, with comments such as 'staff are passionate about the care and experiences the children receive, staff are amazing' and 'we feel really involved as there are excellent systems for sharing learning with home'. Parents are provided with a comprehensive range of information about the service. For example, regularly updated policies and procedures are shared. Parent meetings are held

to discuss practice such as a recent well attended meeting about the early years foundation stage. Ongoing verbal discussions, e-mails and newsletters provide further details of nursery events.

The manager and staff with input from parents and children self evaluate on an ongoing basis in order to maintain and promote children's care and education to a high standard. The staff regularly undertake external, local authority and in house training and set themselves ambitious targets to continually move their practice forward. They value suggestions and advice and are extremely well supported by the local authority advisers. as a result, they consistently plan for the ongoing development of the nursery and promote excellent outcomes for children.

### The Childcare Register

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

The requirements for the voluntary 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

<b>Unique reference number</b>	EY445986
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	788977
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	0
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Lynn Elizabeth Turner
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07710797755

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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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