

Little Dreams (ex Little Angels)

55 Dudley Road, Feltham, Middlesex, TW14 8EJ

Inspection date

08/10/2012

Previous inspection date

03/11/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Parents and children are provided with a welcoming environment where staff give priority to ensuring children are safe and secure.
- Security is good. Parents are reassured as they observe their children playing at any time during the day, through using the nursery's secure webcam.
- Children enjoy a good range of resources and activities that promote their interest and developmental progress in expressive arts and design.

It is not yet good because

- The systems to monitor the provision, to promote all aspects of the educational programme for understanding the world are not effective.
- Performance management does not identify gaps in staff knowledge. Consequently, observation and assessment and staff interaction is inconsistent.
- Staff do not always make full use of the outdoor space and resources throughout the day, for children to explore, build, move and role play and extend their physical abilities.

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

- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
The inspector observed activities in the playrooms and the outside learning environment and looked at children's assessment records and planning documentation.
- The inspector spoke with the manager throughout most of the inspection, which included discussing the complaint made about the provision and previous complaints and a compliance notice.
- The inspector took account of the views of parents spoken to on the day and from information included in the settings own parent survey.
- The inspector completed a shared observation with the registered person.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Little Dreams Day Nursery was registered in 2003 and operates from a detached house in Feltham, Middlesex, close to local amenities, schools and a children's centre. It is one of three nursery provisions registered under the same provider. The premises comprises of two play rooms, an office, kitchen and staff room on the ground floor, and a playroom, sleep room and kitchen on the first floor. There is an area for outdoor play. There is level access to the premises and bathroom facilities are accessible on the ground floor. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education to children. It operates from 8am to 6 pm, Monday to Friday throughout the year, except for bank holidays. There are currently 34 children in the Early Years on roll. The provision supports children who are learning English as an additional language. A total of five staff work directly with the children, of these three hold relevant early years childcare qualifications and two are working towards a qualification. The provision subscribes to the Time for Reflection quality assurance process.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve observation and assessment so all staff understand children's level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.
- improve the educational programme for understanding the world, to help children make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

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

- increase the use of the outdoor space and resources for children to explore, build, move and role play and extend their physical abilities, for example, by using a range of wheeled toys outdoors, such as trundle trikes, buggies for dolls and push carts.
- improve the consistency of staff interaction to help children think critically, explore

ideas and make links

- develop the systems to monitor the educational programmes, and improve performance management to tackle inconsistencies in staff knowledge.

Inspection judgements

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

Children make satisfactory progress in relation to their developmental starting points and are suitably prepared for the next stage in their learning. Staff plan an appropriate range of activities that are linked to themes, for example, Autumn. They use indoor activity planning in a flexible way, and introduce additional activities and resources. For example, painting and modelling dough that captures children's interest.

However, the educational programme for understanding the world does not have enough depth or breadth. For example, although children have access to a computer, they are not often encouraged to use it. In addition, there are very limited programmable toys, for children to speculate on the reasons why things happen or how things work. There are also limited opportunities for children to talk about plants, animals and the world around them.

Staff have a satisfactory knowledge of child development. However, they do not consistently ask open questions that encourage children to consider ideas, solve problems, make links, and extend their conversation. Staff observe children during activities and can say how they are making progress in most areas of their learning and development. They can identify what they need to do to close gaps in children's learning. Staff record some observations of children's achievements in their learning journals. They communicate with parents each day and share information about activities and children's progress. Parents are encouraged to contribute their observations of children's learning and progress at home, some of which staff record in children's assessment records. However, the quality of observation and assessment is not consistent limiting staff's ability to shape learning experiences for each child and help them make good progress.

Children experiment with different ways of moving, as they balance on the climbing frame, using one hand and foot, jump off and land appropriately. However, the scheduled times to use the garden restricts the opportunities for children to extend their physical abilities outside. Children listen to others one to one or in small groups, when conversation interests them. Although staff model being good listeners, they do not always take account of what they say in response. Children listen to stories with increasing attention and recall, and enjoy looking at books independently. Staff talk to children about the characters in books and read dual language stories with all children, to raise awareness of different languages. Children give meaning to marks they make as they draw and write. They enjoy using large pieces of paper on the floor, describe their creations, and make large sweeping movements to create pictures of 'whales'. Staff demonstrate writing so that children can see spelling in action, for example, as they write children's names.

Children explore and use media and materials to create their own designs. For example, they flick paint to make patterns on paper butterflies and use glue, glitter, cotton wool and star shapes to make collages. Children play imaginatively and enter into role-play, as they dress up and play 'mummies and daddies'. They manipulate materials to achieve a planned effect and use tools competently as they play with modeling dough.

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

Children show affection towards others. For example, when younger friends arrive at the nursery, they greet them with open arms and give them a hug. Some children are motivated and independent within their play, well behaved and very proud of their individual achievements. They ask staff for stickers in response to their efforts and ask other children and staff to look at their creations. Babies explore new toys and environments, and show independence in their play due to the close presence of their key person. However, they don't always engage with others to achieve their aims, because some staff do not consistently follow their lead.

The nursery provides a nutritious lunchtime meal prepared by the cook, which takes account of children's individual dietary needs. Staff promote children's understanding of healthy eating, by providing fruit, which children help to cut up at snack time. Children follow good hygiene practice and are protected from the risk of cross infection, because staff remind them of the importance of washing their hands at appropriate times. In addition, staff and children wear slippers or indoor shoes in the play areas. Children have a suitable range of indoor play equipment. Although the timetable for outdoor play is too inflexible, there is a good range of resources available outside, including an undercover area that promotes children's enjoyment of being active, regardless of the weather. Children feel safe and secure due to the welcoming environment. They are very familiar with what is expected and know how to use equipment safely. They take part in emergency evacuation practises, which helps them to know what to do in the event of a fire. Staff enable the participation of children learning English as an additional language, by offering additional visual support and encouraging children to use their home languages in their play. For example, they sing a good morning song in Polish and Punjabi. Staff strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating special events. For example, they plan activities related to religious festivals, such as Eid and Diwali. The diverse staff team uses their own cultural knowledge and experience to promote children's awareness of difference.

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

Staff understand their responsibilities to safeguard and protect children's welfare. Their knowledge is updated through discussion of revised safeguarding procedures. The manager has a good knowledge of recruitment procedures and there are clear vetting procedures in place to identify that all staff working with children are suitable to do so.

Staff supervise children well. Children's safety and security is well maintained using a daily checklist, which identifies how the risks will be removed or minimised. The premises are secure and the use of close circuit television at the entrance gate enables staff to monitor persons entering the premises. The registered person has met with the staff team and provided them with information about the revised Early Years Foundation Stage Framework and guidance.

Systems for self-evaluation include contributions from staff and children. Parents' views are sought through questionnaires. They have used their suggestions to make improvements. For example, parents are provided with more opportunities to get involved in the nursery, through coffee mornings and opportunities to join in children's activities. Since the last inspection, the provision have made significant improvements to the outdoor play area, through using local authority grants. However, although the manager checks planning, the systems used for monitoring the provision are not fully effective. Some weaknesses, such as gaps in staff knowledge and the educational programme for understanding the world have not been identified or addressed.

Staff are aware of the need to work in partnership with other providers or outside agencies to identify all children's needs and help them to make progress, if the need arises.

Parent's comments show they are generally happy with the provision. For example, they say 'staff are really good at personal attention and care needs. I like the secure webcam, which enables me to see what my child is doing at any time during the day' and 'staff are very gentle and friendly towards the children and really take care of them'.

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
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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	EY233858
Local authority	Hounslow
Inspection number	885559
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	34
Name of provider	Little Dreams Day Nursery Limited
Date of previous inspection	03/11/2009
Telephone number	020 8707 3984

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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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