

# Little Dreams (ex Little Angels )

55 Dudley Road, Feltham, Middlesex, TW14 8EJ

## Inspection date

28/03/2013

Previous inspection date

08/10/2012

## 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

- The nursery completes rigorous suitability vetting procedures and implements all the required policies and procedures. This ensures all staff are safe to be working with children and are aware of their roles and responsibilities.
- The staff team creates a safe and happy environment where children have fun because they feel confident and secure. They sustain interest in activities and this supports them in maintaining good developmental progress
- Staff have a strong partnership with parents who know the themes and plans so that they support children's learning at home and contribute items for daily activities.
- The nursery, and in particularly the manager, has a clear vision for the nursery and endeavours to improve practice through new initiatives gained from training.

### It is not yet outstanding because

- staff miss some opportunities during activities and daily routines to further promote and build on children's communication, understanding and language skills
- The nursery does not provide literacy opportunities for children in the outside area to support children's early reading 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 talked with available staff, some parents and held discussions with the manager.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.

## **Inspector**

Nadia Mahabir

## Full Report

### Information about the setting

Little Dreams Day Nursery Limited was registered in 2003 and operates from a detached house in Feltham, Middlesex. It is 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 playrooms, an office, kitchen and staff room on the ground floor, and a playroom, sleep room and kitchen on the first floor. There is a secure area for outdoor play. There is level access to the premises and bathroom facilities on the ground floor. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It operates from 8am to 6 pm, Monday to Friday throughout the year, except for bank holidays. There are currently 49 children in the early years age range on roll. The nursery supports children who are learning English as an additional language. A total of seven staff work directly with the children, all of whom hold relevant early years childcare qualifications.

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

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

- extend the educational programme for literacy further by creating an outdoor environment which is rich in print where children can learn about words, for example, using names, signs and posters
- improve consistency in teaching strategies further to help develop and strengthen the opportunities for older children to hear and say the initial sound in words, link sounds to letters, name and sound the letters of the alphabet.

## Inspection judgements

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

Children arrive happily into the nursery, confidently saying goodbye to their parents. They receive a warm welcome from staff who then immediately engage children in conversations about how they are feeling today. Children's developing communication skills are valued by staff who listen attentively to what children have to say. Staff are well deployed and enthusiastic and eager to help the children settle and enjoy their time in the nursery. Children are encouraged to be independent as the toys and resources are organised so that even the youngest children can choose what they want to play with.

Babies investigate different items in treasure baskets and toddlers create joint large-scale pictures when they explore paint, chalk, fabrics, glitter and glue.

Staff respond and extend children's learning well, for example, by encouraging them to count, name the shapes and the things they see. This also extends children's knowledge of simple mathematical concepts. Children develop good hand and finger control as they engage in a number of activities. For example, they enjoy creating collages as they use tools, such as glue sticks, scissors and writing materials, to create their own designs. Older children recognise their names and are beginning to draw with purpose. They are proud to show their creations to staff and their peers. Children give meaning to marks as they draw and paint. They develop pre-writing skills through copying patterns and sometimes ask staff to write their name. Staff display posters and pictures in the main play area which help children to identify words. However, the outside area has very few resources to support children's literacy development. Children excitedly play outside; they play chasing games and manoeuvre confidently to avoid obstacles, showing good coordination skills. They use cardboard boxes as part of their imaginative play, pretending to be firemen in their engines. Staff successfully support this creativity and extend children's physical skills, by relating their play to stories they know.

All children enjoy sharing books with each other and with the staff caring for them. Staff sit at the children's level during story times to ensure that they can see the book and model how to handle books with care and respect. They sit with children during activities and ask questions that make them think and respond, and they repeat children's comments to reinforce and extend their learning. However, staff do not consistently initiate opportunities for older children to learn the sounds of letters or link letters to the alphabet regularly to further strengthen this area of learning. Children make good progress in relation to their developmental starting points. Staff use children's interests and their individual level of ability to plan activities. They successfully notice and record areas of interest and use these observations to extend activities. Consequently, the activities are broadened and deepened and provide challenge that builds on children's learning. Staff are able to accurately track children's progress as they complete the two-year progress check which is shared with parents. Parents are encouraged to contribute to this and the information is used to plan effectively for individual children to continue their learning at home and at nursery.

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

The key person system works well and children are steadily forming strong bonds as they settle into the nursery. Parents comment that they are happy with the settling-in process, which enables all children to adjust to the new surroundings. Staff respond to the individual needs of babies, providing warm, loving and consistent care. Babies form good attachments to their key person and respond with smiles and gurgles when they interact with them. They are happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when they need to.

Children explore all areas confidently and independently, selecting toys of their choice from the very wide range available. Children have good opportunities to develop an awareness of diversity, as they play with figures, dolls and books that reflect positive images. Staff plan activities related to festivals, such as Chinese New Year, that help children learn about different cultural celebrations. Children regularly play outdoors, which gives them ample opportunities to extend their physical skills. For example, they run and jump and control their movements as they use the outdoor resources. Good care routines and practices support children's well-being and good health. There are quiet areas for rest and easily accessible toilet facilities, which enable children to become increasingly independent in managing their personal care needs. Children develop good hygiene practices as they wash their hands after being in the garden, after going to the toilet and before food. Hot meals are cooked on site daily and staff are careful to meet children's individual dietary requirements. Staff encourage children to become independent in all areas of their development. For example, they are given small tasks, they lay the tables for lunch, self-serve their own food and scrape and tidy their plates away.

Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Staff use positive behaviour management strategies and children's self-esteem is enhanced as they receive praise for good behaviour, effort and achievement. Children learn about sharing and taking turns and respond well to reminders and direction from the staff. For example, children quickly respond to the 'tidy up song' and happily help staff tidy up and get ready for snack time. Children are aware of different feelings as they describe why someone may be angry or sad and recognise how their behaviour affects others.

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

Children are safeguarded and protected as staff implement safeguarding procedures and policies. There are clear procedures in place for safeguarding and designated persons have appropriate qualifications. All staff are fully aware of how to respond to any concern about a child or if allegations are made against staff members. Staff implement all required policies and procedures well. Written risk assessments are detailed and frequently reviewed so that staff keep children safe, indoors, outdoors and on outings. All required documentation is effectively maintained, including the records relating to staff vetting and suitability. Management understands and carries out effective employment and vetting procedures in line with the safer recruitment guidance. The provider conscientiously monitors and manages staff's performance and their professional development through regular appraisals

The manager leads an enthusiastic team. She supports them in their practice through regular monitoring, supervisions and appraisals. The manager keeps detailed records to help staff identify strengths in their practice and any areas for improvement. Staff keep up to date with current developments and good practice through regular training opportunities. Staff demonstrate a confident knowledge and understanding of the learning

and development requirements. Assessment and planning systems cover the seven required areas of learning, and give due emphasis to both the indoor and outdoor areas. Overall, this demonstrates that children are experiencing a broad programme of activities

The managers regularly review communication with parents and try new ways to gain feedback, for example, by introducing a suggestion box. This is in addition to parents views gained from questionnaires, informal chats, children's progress meetings and comments books. Parents are updated through newsletters and notice boards as well as individual communication links regarding their child. Consequently, strong partnerships are developed with parents. Staff quickly identify if children require any additional help. They work closely with parents sharing any concerns and support is secured from appropriate external agencies to assist in closing any gaps in readiness for the transition to other settings or school. The nursery has links with other professionals, such as Early Years Advisors from the local authority. This allows them to seek advice and support should they require additional guidance or support.

Continual self-assessment by the management team, staff and parents enables the nursery to formulate clear plans for the continual updating of policies, practices and resources. This means that the nursery is continually responding to the needs of those who use them. The manager and her staff have worked hard to address their actions and recommendations from the last inspection. Staff are involved in the nursery's self-evaluation. They meet regularly to evaluate their own practice and include the views of parents and children. Effective self-evaluation has accurately identified the nursery's strengths and areas for improvement.

### **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 action. 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>	EY233858
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	905692
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Little Dreams Day Nursery Limited
<b>Date of previous inspection</b>	08/10/2012
<b>Telephone number</b>	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, which are usually the childminder's 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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