

# Dreammaker Day Nursery

65 Cartwright Street, London, E1 8NB

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 28/06/2013 |
| Previous inspection date | 18/12/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 4 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 4 |
| The contribution of the early years provision to the well-being of children            |                         | 4 |
| The effectiveness of the leadership and management of the early years provision        |                         | 4 |

## The quality and standards of the early years provision

### This provision is inadequate

- The provider shows a lack of understanding of his responsibilities in meeting the safeguarding and welfare requirements, which results in a number of breaches of legal requirements. Consequently, children's welfare is not adequately safeguarded.
- The staff do not deal appropriately with children's unwanted behaviour, as they show a lack of understanding of the settings' behaviour policy.
- Risk assessment and daily checks are not robust enough to ensure that all aspects of the environment are safe for children. As a result, children's welfare and safety cannot be assured.
- The kitchen area is not suitable for the hygienic preparation and serving of food for children. This means that children's good health and well-being are not supported.
- Staff fail to meet children's individual care and learning needs.
- Self-evaluation is not robust enough to identify and address weaker areas of practice.

### It has the following strengths

- The babies have secure relationships with their key persons, which means that they are settled and separate easily from parents.

## 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 observed activities in all the playrooms and looked at the outdoor learning environment.
- The inspector checked safeguarding policies, procedures, daily attendance registers and risk assessment documentation.
- The inspector sampled a range of documentation relating to the suitability of staff and their qualifications.
- The inspector held discussions with the registered provider, the management, staff and children.
- The inspector conducted a joint observation with the manager, and looked at children's assessment records and planning documentation.

## Inspector

Sue Mann

## **Full Report**

### **Information about the setting**

Dream Maker Day Nursery registered in 2003. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two separate sites that are linked by a public courtyard in Wapping in the London Borough of Tower Hamlets, and is privately owned. There is a fully enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. There are currently 43 children attending who are in the early years age range. The nursery supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice with a timescale of 26 July 2013 requiring the provider to:

- ensure that continuous risk assessment covers all areas in the indoor learning environment that children come into contact with
- ensure that all individuals associated with the nursery understand the safeguarding policy and procedure reporting any concerns about children's safety or welfare to agencies with statutory responsibility without delay
- ensure that the kitchen is clean and suitable for the hygienic preparation of food for children
- ensure that people looking after children are suitable to fulfil the requirements of their role

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

- implement a behaviour management policy, and ensure that staff have the necessary skills to manage and deal with children's behaviour appropriately.
- improve the range of activities and experiences available to children to ensure that opportunities for child-initiated and planned purposeful play are provided across the seven areas of learning, in order to provide a challenging and enjoyable experience for each child.

**Inspection judgements**

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

The provider fails to ensure that all children attending receive the care and support they need. Some staff have a satisfactory understanding of the learning and development requirements for the Early Years Foundation Stage. Staff observe children at play. However, assessment based on observations of children is not consistently carried out. This means that not all children's current levels of learning and development are identified. Furthermore, there are inconsistencies in children's learning journals, used to show staff and parents how children are progressing. Not all staff keep their key children's journals up-to-date. Consequently, this hinders staff's ability to monitor children's progress. They fail to ensure that appropriate next steps for all children's learning are identified and used to inform future planning. As a result the activities planned do not

build effectively on what children already know and can do, limiting their progress towards the early learning goals.

The key person system works well in the baby room, as children are happy and settled. Babies' personal, social and emotional development is well promoted. Furthermore, staff work with parents to support children who are learning English as an additional language, as they request key words in children's home languages. This means that the babies are supported to develop their language skills, which enables them to communicate with their friends and key person. However, this is not consistent across the whole nursery; staff in the toddler room do not ensure that individual children's needs are met. For example, staff do not fully support new children who are settling into the room. This results in them becoming upset, as they do not receive cuddles and reassurance. In addition, there has been a number of staffing changes in the pre-school room, which means that children have not had a consistent special person to turn to for reassurance.

Teaching is inconsistent in supporting toddlers and older children's learning, as staff do not provide activities and experiences that are exciting or provide sufficient challenge for children. This is because assessment does not fully identify children's current stages of learning and development. Older children are not engaged in an adult-led activity, which involves making crowns for a child's leaving party later in the day. This is because, staff control what the children are doing and do not allow them the freedom to independently use the glue or use their own design ideas. Consequently, children soon lose interest, and develop their own games running around the room, laughing and stamping their feet. Staff do not manage this unwanted behaviour successfully, which means that children are not supported to learn how to behave indoors. Staff's practices in the youngest room are more secure. In the baby room, staff use observations and assessment to plan activities, which support children's next steps. For example, they use paint and a large piece of paper taped to the floor to encourage children to move and develop their physical skills, as well as to enjoy getting messy. The babies enjoy exploring the paint applied to the paper as they crawl over the paper and use available crayons to make marks on it, developing early writing skills. The babies are well supported in their early language skills, as staff use action rhymes and songs to encourage babies to respond to sounds using their voices.

Children do not attend schools within the catchment area, as many of the parents work close by, but live outside the borough. This means that links with schools are difficult to make and maintain. Staff ensure that they hand on children's learning journals, which means that the school has information about children's current learning and development achievements. They encourage the teachers to come in and visit, which enables children to meet their new teachers in familiar surroundings.

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

The needs of the children in the toddler and pre-school room are not fully met. The key person system is not effective in ensuring key staff meet all children's personal, social and emotional needs. Therefore, children are unable to feel emotionally safe and secure. However, the key person system for the babies means that they have secure relationships

with adults, and their emotional needs are well supported. The babies enjoy one-to-one time with their key person, which reinforces the bond between them. They respond with laughter and babbling as the staff gently play peek-a-boo.

Staff in the pre-school room do not show a clear understanding of the nursery behaviour policy and procedures. They try to deal with children's unwanted behaviour, but are not consistent in their approach and therefore children do not respond appropriately. This means that children's unwanted behaviour is not handled effectively. Staff are not always vigilant in their supervision and often rely on children to explain the cause of incidents. Staff ask children leading questions that do not always result in an accurate picture of what occurred and this does not always lead to appropriate action being taken to manage the situation. This does not safeguard children's welfare. Accidents and incidents are recorded on the relevant documentation, which is then kept securely.

Older children have to go downstairs to access the garden, or to get outdoors in the event of an emergency. They have regular opportunities to learn to protect themselves as they take part in frequent fire drills. Children develop a suitable understanding of the importance of healthy, balanced nutritious snacks and meals. They are offered a range of fresh fruit at snack time, and have hot meals such as spaghetti and meatballs for lunch. At present, there is no cook to prepare the snacks and meals for the children. Staff who have food hygiene and handling training are currently fulfilling this role. However, the kitchen area is not kept clean, and food cooling down is not fully covered to ensure it remains safe for children to eat. Therefore, the kitchen does not provide a suitable and hygienic area for the preparation of food, and children's good health is not supported adequately. All children are reminded to wash their hands after personal hygiene routines, and before eating. Staff wipe babies' hands and faces prior to eating, which supports their understanding of the importance of hand washing.

Children generally have daily access to one of the two separate outdoor play areas, which enables them to enjoy fresh air and daily exercise. These spaces are small, but staff have enhanced these with sensory areas and plants. This enables children to experience a range of sounds and smells outdoors. The babies are taken out for walks around the local area in their special four-seater cart. This enables them to visit local parks and other attractions within London.

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

The provider fails to promote children's welfare and safeguard them adequately. This inspection was brought forward following concerns raised in relation to safeguarding procedures, and health and safety concerns. The inspection found that the provider does not demonstrate a full understanding of their responsibilities to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. A failure to follow safeguarding procedures laid out within the setting's safeguarding policy means that the provider is in breach of a legal requirement. Staff show an understanding of the procedures to follow should they have a concern about a child and what

documentation should be used to record any concerns. However, the provider made the decision not to notify agencies with statutory responsibilities without delay, following an allegation against a member of staff. It was only after the return of the manager from holiday that matters were dealt with appropriately and local social care services and Ofsted were notified. Ofsted intends to issue enforcement action because of the seriousness of the failure to meet safeguarding requirements of the Early Years Foundation Stage and Childcare Register.

There has been a managerial change, and the new manager is in the process of updating all policies and procedures. However, despite recent training on how to manage children's behaviour using positive strategies, staff do not show a suitable understanding of how to speak to children or manage their behaviour effectively. Required documentation and child record forms are in place to maintain confidentiality. Risk assessment and daily checks are used to manage the safety of the nursery. However, daily checks are not effective as two of the smoke alarms on different levels of the building are not fully working, and are constantly beeping. This indicates that the batteries are running out. Staff report that the beeping has been heard for a considerable length of time, but no one has reported it. Consequently, it is unclear whether they would quickly detect smoke in the building. This means that children's safety cannot be assured. Risks associated with the poor state of hygiene in the kitchen have also not been identified.

The manager and staff show a satisfactory understanding of their responsibilities in implementing the learning and development requirements. However, checks on children's learning journeys are not rigorous enough to identify staff who are not consistently monitoring children's learning, in relation to their starting points. Systems are in place to complete the required progress checks for two-year-olds. However, as not all staff are consistently monitoring children's progress, it is unclear whether all children are making progress. The two year checks are shared with parents; this provides them with opportunities to discuss their children's learning and development.

As the manager has not been in post long, self-evaluation is yet to identify all areas of weakness. The staff discuss that they are able to put forward their suggestions for the improvement of the nursery, such as the toilet facilities for toddlers. Consequently, the toddler room has had toilets fitted, which means that staff are able to manage children's individual personal hygiene needs without leaving the room. Parents are able to leave their comments or suggestions about the nursery on a web page set up for them. Staff have staff meetings every couple of months, which enables them to request any additional training they would like. However, there is no clear arrangement for overseeing staff practice and supervisions have not yet been put fully in place. As a result, the significant weaknesses in practice in the toddler and pre-school rooms have not been effectively identified and responded to. For example no additional coaching or support is planned.

Staff have the support of the local early years advisor who is supporting the setting to meet the learning and development requirements. Additionally, there are networks in place with other professionals to ensure that staff are able to seek advice or support when they have a child attending with special educational needs and/or disabilities.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register).
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register).



## 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>     | EY289657                  |
| <b>Local authority</b>             | Tower Hamlets             |
| <b>Inspection number</b>           | 924836                    |
| <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>      | 103                       |
| <b>Number of children on roll</b>  | 45                        |
| <b>Name of provider</b>            | Fortune Nurseries Limited |
| <b>Date of previous inspection</b> | 18/12/2012                |
| <b>Telephone number</b>            | 020 7480 7166             |

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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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