

# Daydream Nursery

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

<b>Inspection date</b>	02/04/2014
Previous inspection date	13/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children show high levels of independence, curiosity and imagination and demonstrate positive behaviour and strong self-assurance.
- The effective key person system promotes children's sense of security and helps them to form strong emotional attachments and bonds. Children's communication and language development is well supported as staff use effective questioning techniques and allow children time to think their ideas through.
- The nursery works closely with parents and prepares children well for the next stage in their learning and development.

### It is not yet outstanding because

- Staff do not always effectively organise group activities to match the needs and abilities of the younger children.

## 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.

## Inspection activities

- The inspector had a tour of the nursery with the deputy manager.
- The inspector held discussions with the manager and deputy manager throughout the inspection.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

## Inspector

Jane Franks

## 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 47 children on roll aged between three months and five years. The nursery supports children who speak English as an additional language. There are 10 members of staff, of these, nine hold a relevant early years qualification at Level 3.

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

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

- ensure group activities consistently take into consideration the age and ability of all children

### Inspection judgements

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

Children are happy and motivated to learn. On arrival at the nursery they become rapidly engrossed in the stimulating resources alongside their peers. Staff motivate children to learn with exciting activities that children enthusiastically engage in. Staff successfully help children talk about what they are doing and value their ideas. Children enjoy exploring the outdoor environment. For example, as they look for bugs and insects. Staff follow children's interests and use this opportunity to extend children's learning and understanding of living things. Young children feel secure with staff and respond to the close contact and positive praise and encouragement offered. As a result children make good progress in their learning. Babies freely explore their indoor and outdoor environment. For example, they explore sound by using musical instruments. They develop their physical skills as they move independently around. Staff settle babies quickly with their warm approach, forming secure attachment and bonds. As a result children respond positively to their daily routines.

Children develop their personal, social and emotional well-being. Children respond to familiar people and can select and use activities and resources independently. They play with a purpose and concentrate on a chosen activity. They engage in play on the computer. For example, they focus intently on the screen and use good hand to eye coordination as they match puzzles together. Staff regularly observe children in their play and follow their interests. For example, staff encourage children to count out trains as they participate in imaginative play alongside their peers. As a result children learn an

understanding of numbers and counting. Children throughout the nursery benefit from learning experiences that promote their communication and language. The children enjoy hearing stories. Staff pause as they read and encourage children to recite words. As a result children have opportunities to ask questions and this encourages their communication and early literacy skills. Key persons spend time during the session encouraging children to learn through doing activities. For example, they encourage children to explore the texture of paint and develop their early writing skills by making marks. However, not all staff are consistently effective at reflecting on the individual needs and abilities of children during group activities. As a result, some children are not able to fully engage or contribute in a way which is of value to them.

Children have their own individual development books which show and support their progress. Parents comment they can take these home to reflect on their children's progress and next steps in their learning. As a result they can consistently support their children's development at home. Systems to support children who are learning English as an additional language are in place. Positive images, resources and labelling that reflect home cultures are reflected across the nursery. Staff consistently demonstrate that all children are progressing well towards the early learning goals. The nursery has built good working partnerships with local schools and this has a positive effect on the older children when they move up to school. In addition children are well supported when they move between rooms within the nursery. For example, staff take their key children on settling-in visits as they move into a different room.

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

The nursery staff are welcoming to children and parents. As a result, children settle well and their individual needs are continuously met. Parents' comment very positively about the care their children receive. Comments from parents state that staff are professional and encourage children to learn and develop with activities that reflect their interests from home and at the nursery. The effective key person system, and secure attachments between staff and children, ensures that all children form positive and trusting relationships with the staff. Children approach staff for reassurance and a cuddle. This provides them with a secure and safe environment that helps to develop confidence and self-esteem. For example, when sitting outside children sit and engage in conversation alongside staff as they enjoy the fresh air. Staff have a calm and consistent manner with children acting as positive role models. Children are very well behaved well because they are engaged in activities that are of interest to them.

Staff are deployed well throughout the nursery. There is a strong staff team in place which is very effective. Staff supervise children well and ask each other for support when needed, without hesitation. For example, during care routines staff whose suitability checks are outstanding ask other staff to complete this task. This shows staff are aware of what they can and cannot do and have good regard for children's safety and security. Staff promote a relaxed environment in which children develop the confidence to join in conversation with adults. For example, when engaged in play dough activities or eating their lunch and tea. Children learn about the importance of a healthy diet. They are

provided with a good range of healthy and nutritious meals. Children develop their skills in using tools for a purpose as staff encourage them to use cutlery effectively. They develop independence through everyday routines, washing hands and tending to their own personal needs. This promotes their self-help skills and personal independence.

Children have opportunities to enjoy fresh air and exercise in the outdoor play area. They excitedly run around and energetically play with a rich selection of resources. They climb, use ride-on toys and enjoy the wide range of opportunity to tackle different challenges. For example, staff support children with their coordination as they move across tree stumps and enable babies to move freely around on the patio area. Therefore, children develop their physical skills and their well-being is supported. Following on from previous recommendations, the outdoor includes recycled resources to challenge children's learning. For example, children enjoy imaginary play in crates and independently lift tree stumps to look for insects.

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

The manager and staff make parents and children feel welcome and this is a strength of the nursery. The management team have a good understanding of the role and responsibility to make sure the requirements as set out in the Statutory Framework for of the Early Years Foundation Stage are covered. They takes positive steps to safeguard children's welfare. There are robust recruitment procedures in place. This includes full vetting of all staff to ensure their suitability. Induction systems ensure that staff are clear about their roles and responsibilities. There are a range of policies and procedures in place, including those relating to safeguarding procedures. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They are familiar with the child protection policy and procedure. They know what to do if concerns arise about children's well-being. Robust risk assessments are in place. These include the daily monitoring of the indoor and outdoor environment. Fire drills take place to ensure staff act quickly should an emergency arise. All staff, including those on the first floor are fully aware of the fire evacuation procedure the nursery has in place. For example, if there was a fire on the first floor staff would immediately guide children to the nearest available exit. The staff-to-child ratios are maintained throughout the day. Staff are vigilant about children's safety and supervise children well as they move between the playrooms and the outdoors.

Well planned systems to identify children's starting points on entry are in place. Parents complete detailed 'All about my child' forms to help staff recognise children's individual needs. Parents confirm they are very pleased with the setting and how well their children have developed since attending. They comment staff are 'amazing and helpful' and keep them informed about their child's progress. Information is on display for parents within the setting. Partnerships with parents and other agencies involved with children's care and education are effective and promote a joined up approach to meeting children's individual needs.

There are systems in place for self-evaluation and both the manager and deputy manager are motivated to seek further improvement. For example, they use clear action plans to identify areas for development. These take into account the views of staff, parents and children as well as advice from the local authority. For example, parents are encouraged to complete questionnaires and these enable them to share their views. Staff meetings take place on a regular basis to monitor training needs, quality of provision and reflective practice. The manager and deputy manager have a good overview and knowledge of the educational programmes. Therefore, they can monitor that all areas are covered within planning and assessment and identify any gaps in learning.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	160633
<b>Local authority</b>	Surrey
<b>Inspection number</b>	960122
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Day Dream Nurseries Limited
<b>Date of previous inspection</b>	13/09/2012
<b>Telephone number</b>	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, 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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