

Little Dreams (ex Little Angels)

55 Dudley Road, Feltham, Middlesex, TW14 8EJ

Inspection date

13/05/2014

Previous inspection date

28/03/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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The quality and standards of the early years provision

This provision is inadequate

- The use of risk assessment is not robust and does not identify and minimise all potential risks, which compromises children's safety.
- The key-person system is not implemented effectively to ensure children form secure attachments to staff and there is constant reassurance and consistency for each child.
- Some parents are not made aware who their child's key person is, or their key-person's role in supporting the child and liaising with parents.
- Staff ratios are not consistently met. Arrangements to cover staff absences result in children being cared for by staff who are not familiar with them. This affects the security and emotional needs of young children and those who are new to the nursery.
- The system for staff supervision and appraisals is not effectively implemented to generate staff development, support staff in progressing and encourage them to increase their skills and take on more responsibility.
- There is no clear deputy in post to cover for the manager in her absence. In addition, there is no clarification to establish that the manager's qualification meets requirements.
- Staff do not consistently plan to meet children's individual needs, particularly relating to babies. Older children do not have challenging activities to prepare them for school.
- The organisation of space is poor, particularly in relation to providing a separate room for babies and minimising the impact on the arrival and departure of parents, particularly for children new to nursery.

It has the following strengths

- Staff are friendly and affectionate in their interactions with 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.

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 spent the inspection time observing staff and children in the nursery.
- Safeguarding was discussed with the manager and staff, and the nursery safeguarding policy was sampled.
- The inspector sampled documentation, including children's information and development records.
- The inspector shared a short joint observation and a leadership and management discussion with the manager.
- Parents' views were gathered through discussion with some parents and by viewing some responses to a parent questionnaire the nursery has recently conducted.

Inspector

Jane Nelson

Full report

Information about the setting

Little Dreams Day Nursery Limited registered in 2003 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nursery provisions owned and operated by the same provider.

The nursery operates from a detached house in Feltham, Middlesex. It is close to local amenities, schools and a children's centre. 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 are on the ground floor. The nursery receives funding for the provision of free early education to children aged three and four years. 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. There is a team of six permanent staff, some of whom work part time, plus the manager, who work with the children. The manager has a Masters Degree in Social Science obtained in Poland. Three members of staff have National Vocational Qualifications at level 3, one has a qualification at level 2 and two members of staff are unqualified.

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 requiring the provider to:

ensure each child is assigned a key person and parents and/or carers are informed of the name of the key person, and their role explained, when a child starts attending the setting. Ensure the key person tailors the care to meet the individual needs of the child

ensure staffing arrangements meet the needs of all children and ensure their safety at all times, with particular regard to maintaining the required staff-to-child ratios throughout the day and deploying staff effectively

ensure there is a named deputy who is capable and qualified to take charge in the manager's absence

demonstrate that all managers' qualifications are relevant and appropriate for their role.

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

- ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff
- ensure the lead practitioner responsible for safeguarding has attended an appropriate child protection training course, taking account of any advice from the Local Safeguarding Children Board or local authority on appropriate training courses
- ensure older children are suitably challenged and stimulated through well-planned activities preparing them for the move to school
- ensure the risk assessment covers all aspects of the environment that children come into contact with; with particular regard to blind cords
- ensure space is utilised appropriately to meet the needs of the children who wish to relax, play quietly or sleep
- demonstrate how the key person helps ensure that every child's learning and care is tailored to meet their individual needs and the key person seeks to engage and support parents and/or carers in guiding their child's development at home.

Inspection judgements

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

There are significant weaknesses in the organisation and leadership and management of the nursery which has a direct impact on children's welfare, safety and their learning and development. The key-person system, which links a designated member of staff to individual children, is not implemented effectively. This results in planning for some children not being sufficient in meeting the needs of individual children. This also results in inconsistencies in the quality of observations and assessment. Although staff are caring and affectionate with children, the quality of teaching is not consistent as not all staff are familiar with individual children's needs. As a result, although some children make sound progress in their learning and development given their starting points, staff do not effectively monitor this for consistency. Staff do not challenge and stimulate older children's learning sufficiently, particularly with regard to preparing them for their imminent move to school. For example, children show a developing interest in writing and drawing. However, there are few resources, such as name labels and note books, easily accessible for them to help themselves to and encourage children to copy their names and form short words. There are inconsistencies in the format of printing displayed in the environment, which contributes to children writing in all upper case letters. Therefore, staff are not encouraging children to develop appropriate skills ready for school.

Staff provide reassurance for babies through cuddles and some close interaction. However, a change in the usual staff and a lack of consistency in staffing during the day results in an unsettling atmosphere for babies. This means the babies are not confident to explore the learning environment independently. Babies sit on a mat with a member of staff close by. They look to her for reassurance and explore a set of stacking rings. They use their small physical skills as they feel the shapes of the rings and try to position them on the frame. However, the combination of babies with an older group of children in the same area for the majority of the day results in a noisy environment. Older children running and playing frequently interrupt the babies' play and free movement, disrupting their learning. New children settling at nursery are frequently distressed. Their concentration is interrupted and distress reignited as they see other parents and children arrive and leave. This contributes to a rise in noise levels and at times, upsets other children.

Children have daily access to the outdoor area at specific times during the day. Older children talk about running around outside and say, 'we've seen bugs', referring to what they have been doing outside. Children enjoy digging in the sand and comment, 'the sand is dry; it was wet when water is on it'. Children proudly show the planting area where potatoes, carrots and cress are growing. They name the different vegetables and refer to eating the cress, which they say, 'was disgusting'. However, children are unclear that some of the vegetables are growing under the ground. This is because staff do not always take opportunities to challenge and extend older children's learning using their interest in the vegetables as a focus for learning. For example, staff are not encouraging children to make their own labels and drawings of the vegetables growing, extending and focusing

discussion and investigation on how vegetables grow. Older children communicate excitedly at times, although sometimes the noise level restricts how and when children are heard. Children use coordination and small physical skills to draw around their own hand on a paper. They socialise and talk to each other as they draw, describing the different colours they are using to colour their nails on each hand and counting the number of fingers on each hand. This demonstrates children are gaining confidence in using numbers in practical situations.

Many children attending the nursery are learning English as an additional language. Some staff share children's first language and this is reassuring and comforting for children to hear when they are distressed. Staff encourage children to name and repeat words in English. The manager describes how the nursery provides some pictures with English words for parents to use at home to encourage children's understanding.

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

The key-person system does not meet the individual needs of children. There are inconsistencies in the staffing arrangements, which result in particularly young children experiencing different carers, sometimes in the same day. At times, children are cared for by staff they are not familiar with, which results in young children's emotional needs not being met. As a result, young children fail to form secure attachments with staff with whom they are not familiar. Staff supervise children appropriately; however, the use of risk assessment does not identify and minimise all safety issues. For example, some blind cords which pose a potential risk are within reach of older children, which compromise their safety. Although there is a settling-in process for children new to the setting, this is not always consistent. For example, the ineffectiveness of the key-person system means that parents do not have a clear understanding of who their child's key person is and what their role entails. Therefore, communication between them does not take place to promote children's individual needs.

Generally, older children demonstrate they are happy. They socialise and interact with each other and staff appropriately. However the range of activities the nursery provides does not challenge older children and encourage them to become active, independent and confident learners. Some aspects of the daily routine help to prepare children for the school routine. However, there are few links as yet with other settings and little evidence of how children are being prepared emotionally for the move to school. The manager describes how she intends to do this, for example through discussion and inviting teachers from local schools to come and visit the nursery.

The nursery provides appropriate snacks and meals which a member of staff or the manager prepares. Children follow routines, such as regular hand washing before eating, to promote their understanding of good hygiene procedures appropriately. They have access to timed daily outdoor play which supports children's physical development appropriately. There is poor organisation of space in the nursery which impacts on younger children's emotional and physical experiences. The organisation and location of the main entrance to the nursery has an impact on some children's emotional security. For

example, the times of parents' and carers' arrival and collection of children are distressing for some children new to nursery who are expecting their own parents to arrive.

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

This inspection took place following information Ofsted received that resulted in an investigation. This information raised concerns that related to safeguarding practices and policy, suitability matters, the key-person system, staff ratios and deployment, food and drink, managing behaviour, premises, risk assessment, information about the child, information for parents and carers, complaints, assessment, and changes that must be notified to Ofsted. Following the Ofsted investigation, the provider was issued with notices to improve relating to a number of these concerns. Subsequent monitoring visits took place, and during the final monitoring visit these actions were found to have been met.

However, this inspection found that there were still breaches in requirements. There are significant weaknesses in the leadership and management of the nursery which result in a number of legal requirements not being met, some of which also relate to the requirements of the Childcare Register. These breaches in requirements have a direct impact on children's learning care and safety. The provider does not effectively monitor the nursery to ensure they are meeting the safeguarding and welfare requirements, and the learning and development requirements. Staff demonstrate they understand their responsibilities relating to safeguarding practices and procedures adequately. They describe issues that would raise concerns about children's welfare and the action they would take if concerns arise. Some staff are aware of the whistle-blowing procedure, and information relating to this is displayed in the staff room. The manager has not yet attended appropriate training relating to her role as the designated child protection officer for the nursery; however, she clearly understands the procedures to follow should any concerns arise to help protect children.

The manager and staff are not supported in developing their knowledge and skills as there is limited access to training and staff development. There is a supervision and appraisal system in place for staff, although issues arising from this are not consistently brought forward to influence change and improvement, and meetings have not yet taken place with all staff. The manager's day-to-day responsibilities in the nursery restrict her focus on generating and sustaining improvement. As a result, although issues such as reviewing self-evaluation, staff supervision, training and establishing a permanent staff team are identified, these are not implemented. This means there is a lack of consistency and stability for the children and staff are not motivated and supported to take on extra responsibility. There is no deputy in place to take charge in the manager's absence, which is a legal requirement, and results in the manager working long days. The manager is included in the staff ratios and works directly with the children throughout the day. She is also the special educational needs co-ordinator and the child protection liaison officer for the nursery. Both are specialised roles for which additional training is available via the local authority. However the manager has not yet attended training to support her in these roles. As a result the manager's ability to review, evaluate, broaden her own

knowledge, support staff, develop links with other professionals and settings and implement targets to improve the practice in the nursery, is limited.

The provider is responsible for recruitment and employment of staff. Records reflect there is a suitable procedure in place to establish staff are suitable to work with children and they are regularly asked to declare any changes in their personal circumstances. However, it is not clear if she has established the manager's qualification is relevant for her role in a childcare setting. The required records and documentation are maintained and the manager is aware of the required staff-to-child ratios, although acknowledges she has difficulty maintaining these. This results in ratios not being maintained at all times, for example, during the day when staff absences occur, which is a legal requirement. The key-person system is not effective in meeting children's individual care, welfare and learning needs, which is a legal requirement.

Staff record observations of children's development and use a tracker system to monitor progress. Systems are in place for these to contribute to assessment, including the required progress check for two-year-old children. However, there are inconsistencies in how these are completed. This results in some information about children's next developmental steps and planning for their individual needs not being available to staff covering their colleague's absence.

Discussion with parents reflects that overall they are happy with the care their children receive at the nursery. Some comments reflect parents have seen a variance over time in the care provided at the nursery, but have recently noticed an improvement. Overall, parents spoken to do not know who their child's key person is or the key-person's role in liaising with parents. Those parents spoken to see the manager as the person they would refer to if they had any concerns or queries. Some parents comment they can see progress in their children's development, particularly in children learning English. The nursery has started the process of asking parents for feedback through questionnaires. Their responses have been positive but also highlight a lack of clarity regarding the key-person system.

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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises, and ensure that all necessary measures are taken to minimise any identified risks

(compulsory part of the Childcare Register)

- ensure that the manager has a qualification at a minimum of level 3 in a relevant area of work
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises, and ensure that all necessary measures are taken to minimise any identified risks (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	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

Unique reference number	EY233858
Local authority	Hounslow
Inspection number	968841
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	22
Number of children on roll	40
Name of provider	Little Dreams Day Nursery Limited
Date of previous inspection	28/03/2013
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, 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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