

# Dreammaker Day Nursery

65 Cartwright Street, London, E1 8NB

<b>Inspection date</b>	24/06/2014
Previous inspection date	28/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Staff effectively plan and provide suitable and challenging activities based firmly on precise and accurate assessment of children.
- Staff have developed strong attachments with children, and new children are supported well to help them settle.
- Staff support children with English as an additional language well promoting key words and incorporating language through displays.
- Children enjoy many opportunities to be physically active outdoors.

### It is not yet outstanding because

- Staff do not consistently use every day routines to extend children's early mathematical development.
- There are fewer opportunities for children to select and use a range of technology resources to support their learning about the world.
- The outdoor garden area for babies does not fully support them to investigate their environment.

## 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 held discussions with the manager and staff.
- The inspector observed practice indoors and outdoors.
- The inspector held a joint observation with the manager.
- The inspector looked a range of documentation within the setting.

## Inspector

Stephanie Huseyin

## Full report

### Information about the setting

Dream Maker Day Nursery registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two separate buildings linked by a public courtyard in Wapping in the London Borough of Tower Hamlets. There is a fully enclosed area available for outdoor play. The privately owned nursery employs 22 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2, 3 and 6. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. There are currently 35 children attending who are in the early years age range. The nursery supports a number of children who speak English as an additional language.

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

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

- make better use of every day routines to support children's early mathematical development
- extend opportunities for children to select and use a good range of technology resources to support their understanding the world development
- improve the outdoor play opportunities for babies to enable them to fully investigate their environment.

### Inspection judgements

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

Children have exciting opportunities to learn with a variety of good quality resources. The setting is bright and welcoming with a range of pictures and posters to support learning, different languages and routines. Staff observe all children as they play and use their observations to plan stimulating activities based on children's interests. Staff skilfully introduce additional resources into children's play and give them time to think about how to use them. For example, children explore dry cereal in a tray. Staff encourage them to crush the cereal to develop their sensory skills. These actions support children's imaginative play and encourage exploration. They also demonstrate staff's knowledge of how children learn through play.

Staff assess children's development levels when they start at the nursery by using information from parents along with their own initial observations. This means that staff

can observe and monitor children's progress during their time at the nursery. Staff use this information to provide written progress reports for parents. Staff work effectively with parents to share details of how children learn through play. Parents comment that they feel involved in their children's learning and development as staff take time to explain how these observations are used in their planning.

Staff engage children in a range of activities such as flash cards to support those with English as an additional language, and outdoor play to develop children's physical skills. Children enjoy visits to the park three times a week that enables them to participate in more challenging and risk-taking exercise and activities in a safe environment. Children are encouraged to be active throughout the day and understand the benefits of physical activity, being healthy and keeping fit through play opportunities and discussions. The children are encouraged as much as possible to make their own choices when playing and choosing. However, they do not have access to a range of technological equipment to support their development in understanding the world.

Children take part in structured activities as they prepare for school. For example, they write their names on their pictures to label them and write for a purpose to develop their literacy skills. Staff do not always successfully extend children's mathematical learning at lunchtimes, so they learn simple calculation through purposeful activities, such as helping to set up and identify how many items they need for the number of children present. Children enjoy free flow opportunities to play outdoors. However, the garden area for babies does not fully support the non-mobile children to explore through play outdoors, for example, there is no cosy corner or sand and water play.

Parents provide key words in home languages for those children who are learning English as an additional language. Staff use these key words to help children become familiar with routines when they are new to the nursery. This also helps them settle, as they are able to communicate their own needs and engage in conversations. For example, during an activity, a staff member uses dual languages to talk to the child about a recent trip, enabling them to share their thoughts and experiences.

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

Staff have strong attachments with children to support their care, learning and development. Staff know children's individual characters well. As a result, when babies show that they are tired they benefit from close interactions with a special adult. They sit on staff's lap and contently listen to nursery rhymes. Others cautiously observe unfamiliar faces in their environment while standing next to trusting staff, which demonstrates they have trusting relationships with them.

Staff are well deployed both indoors and outside to ensure children's safety and well-being. Children take part in daily outdoor play to promote their learning. Staff ensure children are supervised while playing with equipment to enable them to take safe risks. Staff enable children to make choices about their play as they can play inside or outdoors throughout the day. Children have access to a good range of outdoor toys to support a

varied range of movements, coordination and negotiation skills. Older children benefit from playing on ride on toys, and bikes.

Staff promote younger children's independent skills well through daily practical routines, such as encouraging them to feed themselves with finger foods. An established 'free-flow' snack system is in place for older children so they can help themselves to a wide range of fruits during the day. Additionally, it helps children make healthy choices and gain a good understanding of developing healthy eating habits. Staff follow good hygiene routines and ensure young children's personal belongings, such as their drinking cups and dummies are labelled and sterilised to minimise the spread of cross infection. Children are aware of why they should wash their hands before mealtimes 'because of germs'.

Children behave well and staff remind them of the golden rules to help them develop a good understanding of expectations, for example, using quiet voices. Staff encourage children to say thank you to promote their interaction and social skills with others. Older children show kindness and affection toward each other when they arrive, and give and receive hugs from their friends. Staff use outdoor play to effectively promote children's understanding of safety while playing on outdoor equipment. Children learn to take turns so that they do not hurt themselves or their friends. These positive practices help to prepare children for their next stage of learning, such as going to school.

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

Since their last inspection, management demonstrate a good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. This has enabled them to take appropriate action to address the welfare requirement notices and actions set to improve outcomes for children. Staff are well deployed both indoors and outside to promote children's well-being, and the adult to child ratio is maintained at all times. Management are aware of their role and responsibility to safeguard children in relation to any allegations made against staff, so they are able to take appropriate action. This includes keeping relevant agencies informed of any potential concerns. Staff receive training to support their professional development and demonstrate good skills to manage children's behaviour according to their age and level of understanding. There are robust risk assessments in place to minimise potential hazards and improve hygiene. Additionally, staff record minor accidents children may have and share this with parents to promote children's welfare. Staff supervise children well at all times, which helps to keep them safe.

Staff demonstrate a good understanding of their role in safeguarding children to promote their welfare. They ensure relevant documentation is well maintained, and where required, shared with parents to promote children's well-being. Staff work closely with other professionals involved in children's care and learning to meet the children's individual needs. From the outset, they share and obtain useful information to support children and parents, which effectively promotes inclusion and children's specific needs.

There are effective processes in place to monitor the quality of teaching and learning. Management monitor children's development profiles to ensure children are making progress in their learning. Consequently, staff receive ongoing guidance and support in undertaking observations and planning. There are systems in place to effectively track children's progress and identify the need for additional support as required. This helps staff to support children well in making good progress in their learning and development. Management provide staff with ongoing support through supervision and appraisals, which helps identify individual and group training needs. Improvements since the last inspection mean that staff are able to meet children's developmental needs in line with the Early Years Foundation Stage. This promotes good outcomes for children.

Management and staff have a positive approach to self-evaluation to identify strengths and areas for improvement. They work closely with the local authority to secure continuous improvement. Consequently, staff are more effective in promoting children's individual learning. Plans are in place to enhance the process for recording observations, and to develop communication with parents to involve them more in the nursery and their children's learning. This was a result of parental feedback through questionnaires, which demonstrates good partnership working and valuing parents' views. In the main, staff have strong partnerships with parents. Parents speak favourably about the care and service provided. Staff have established good links with local schools to help children to settle quickly when they move up to school. Staff complete transition reports to aid the move and support children's future learning and development.

### **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	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>	EY289657
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	976531
<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>	99
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Fortune Nurseries Limited
<b>Date of previous inspection</b>	28/06/2013
<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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