

Little Dreams Day Nursery

393 Ashford Road, STAINES, Middlesex, TW18 1QG

Inspection date	26/09/2014
Previous inspection date	26/09/2013

The quality and standards of the early years provision	This inspection:	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 teach children healthy habits. They provide them with nutritious snacks and meals and enable children to get physical outdoor exercise each day.
- Staff manage children's behaviour well. They are gentle and fair with the children and use praise to promote positive behaviour.
- Staff assess children well and use this information to plan children's next steps for learning.
- Staff help to ensure children's safety. They carry out risk assessments covering all parts of the nursery to keep children protected from harm.

It is not yet outstanding because

- Staff do not fully develop children's understanding of the world around them, particularly features of their local community.
- Staff do not offer a wide range of opportunities for children to learn about and to use technology.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector invited the manager to carry out a joint observation of an adult-led activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector sampled a range of documentation and held a discussion with the manager.
- The inspector tracked the progress of several children.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Little Dreams Day Nursery registered in 2012. The nursery is one of three nurseries located in Surrey and Hounslow privately owned by the same provider. The nursery operates from a two-storey house in Staines, Middlesex. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery opens each weekday from 7.30am to 6pm, all year round with closures on public bank holidays. There are currently 34 children in the early years range on roll. The nursery receives funding for the provision of free early education for children aged three and four years. There are four staff, including the manager who work with the children, three of whom hold appropriate early years qualifications. The manager holds Early Years Professional Status; one staff member holds a level 3 early years qualification; one staff member holds a level 2 early years qualification; and one staff member is unqualified.

What the setting needs to do to improve further

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

- develop opportunities for children to learn about features of their local environment by, for instance, visiting shops and parks
- provide further opportunities for children to learn about and to use technology.

Inspection judgements

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

Children make good progress in this organised nursery. Staff plan a wide range of activities based on areas of learning and children's interests. They also plan according to the needs and abilities of children which means that children engage well with tasks. Children create their own play by freely selecting resources. This is balanced by adult-led activities which add structure to children's learning. Staff carry out good quality observations of children which they evaluate to form next steps for learning. This feeds through to planning so that children's needs are met effectively.

Staff follow children's lead well during the inspection. They responded to children's make-believe train role play by giving them old used train tickets to count and use in their play. This helps to secure children's counting skills and extends their imaginative play. Staff provide puzzles to suit different abilities and children concentrate well as they complete them. Staff encouraged children to use their problem-solving skills by asking children to look for pieces of similar shape and colour. Although there is a laptop in the nursery, this

is not always readily accessible to children and there are no other opportunities for children to learn about and to use technology. Staff have not fully developed ideas to encourage children to learn about features of their local community. This hinders the children in increasing their understanding of the world. Children recognise their names on their dinner mats and practise their early writing skills by using different tools and materials. This supports children's early literacy skills well. Staff maximise opportunities for children to practise their counting skills. For instance, they ask children how many cups and bowls are needed for meal times. Children listen attentively to stories read by staff in lively tones. They learn about story structure which supports their early literacy skills. Staff add interest to song time by using props, such as water spray as they sing 'Incy, Wincy Spider'. This results in high levels of children's interaction. They learn about words that rhyme and follow actions in sequence. Overall, children learn good skills for later use in school.

Staff provide good opportunities for younger children to explore their creativity. They use paint to make hand and sponge prints, while exploring the colour and texture of paint. Staff teach children new words to describe the paint, such as 'cold, smooth'. This supports children's language development. They use construction sets to create models and learn how to join objects together.

Staff provide a good range of outdoor activities to promote children's physical development. Children ride on push bicycles, carefully negotiating space. They balance on scooters and climb on low crates. Staff provide a wide variety of learning opportunities covering different areas of learning. Children use large chinks to make marks on the ground; some draw recognisable pictures. They use rollers and brushes to paint walls with water. This supports their small muscle control. Staff teach children names of body parts as they draw around body outlines of children. This helps children to learn new vocabulary.

Staff provide parents with secure access to digital assessment records of their child. This enables parents to have the most up-to-date information on their children's progress. Through this system, parents can make suggestions for activities, share observations of their children with staff and give staff up-to-date information on their children's interests. This provides good opportunities for parents to contribute to their child's learning. Staff talk to parents daily and have meetings where parents can discuss their children's progress. Staff share written summaries of progress checks they carry out on children aged two years. This helps to keep parents informed of their children's development.

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

Children are happy and secure in this nurturing nursery. They settle well because they have warm relationships with staff who know the children well. Staff find out about children's personalities when they first arrive and provide activities based on each child's interests. This helps children to settle readily and be enthusiastic learners. The children feel secure because they are aware of the nursery routine which is illustrated on a visual timetable. The nursery is colourful, organised and resourced well overall which supports

children's well-being.

Staff use a fair and calm approach to managing children's behaviour. They explain why certain behaviour is not acceptable and praise children when they behave in positive ways. This motivates children to behave well. Staff remind children of agreed rules through visual picture displays which supports their understanding further. Staff teach children about cultural difference by celebrating and discussing special events, such as Hanukkah.

Children behave in safe ways. This is because staff take care to model how to use tools and materials. For example, they show children how to handle and carry scissors safely. Staff teach children to walk indoors and to walk one behind the other when moving from one part of the nursery to another. This helps to avoid accidents.

Staff help children to develop healthy routines. They provide fruit snacks and nutritious menus which cater for special dietary needs. Staff enable children to use the outdoor area for physical exercise each day to help children to be strong. Staff encourage children's independence by asking them to help set the table for meal times. Children select their own foods and pour their own drinks independently. Staff assist younger children, as needed. Older children use the bathroom independently to wash their hands at appropriate times. They brush their teeth after eating to help prevent tooth decay. Staff change nappies in clean, comfortable areas to help prevent the risk of cross infection.

Staff have effective links with local schools to support children who move to school. They invite local teachers to visit the nursery to get to know children and this familiarity helps children to settle readily. Staff support children who move group rooms at the nursery well. They spend time with children in new group rooms so that they become familiar with staff and new routines.

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

Management has a good understanding of its role in relation to the requirements of the Early Years Foundation Stage framework. It has implemented a comprehensive range of policies and procedures to help ensure children's safety. For instance, staff have good awareness of the safeguarding policy and procedures to follow should they be concerned about a child's welfare. A high proportion of staff are qualified in paediatric first aid and are deployed well throughout the nursery so that assistance is readily available in accident emergencies. Staff protect children further by carrying out comprehensive risk assessments covering all parts of the nursery. Management helps to ensure that children are safe by carrying out a series of background checks on staff to assess their suitability for their roles. This includes a check with the Disclosure and Barring Service every three years.

Management has implemented a range of ways to monitor the quality of practice in the nursery. Staff observe each other so that they learn from each other's practice. Management supervises staff regularly and provides staff with written targets for

improvement. The manager offers support, advice and training so that staff continually improve their practice. For instance, staff attended a course on positive behaviour management which led to staff using a wider range of strategies to manage children's behaviour. Management checks all observations and children's records through the digital assessment system and this provides key indicators on consistency of quality. The manager has direct influence on planning because she plans with staff and helps to ensure that children's needs are met. Children's progress is tracked effectively and staff have a good indication of whether children are operating below expected levels so that appropriate support is offered.

Staff work well with parents and others involved in children's lives. They provide parents with good opportunities to take part in their children's learning. Staff keep parents up to date on their child's progress. They work well with the local authority who provides advice and support on early years matters. Staff work well with local I teachers to support children who move to school.

Management evaluates the nursery and reflects on practice regularly. This enables the manager to have clear ideas about areas for improvement. For instance, the manager plans to review room layouts to enhance children's independence. Previous recommendations raised at inspection have been met; for instance, staff display photographs of children and their families so that they learn about themselves and each other. The nursery operates well and has good capacity to improve children's outcomes.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY446151
Local authority	Surrey
Inspection number	963488
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	34
Name of provider	Little Dreams Day Nursery Limited
Date of previous inspection	26/09/2013
Telephone number	01784 390107

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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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