

Little Dreams (ex Little Angels)

55 Dudley Road, Feltham, Middlesex, TW14 8EJ

Inspection date

06/01/2015

Previous inspection date

13/05/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Staff use a wide variety of resources to help them to promote children's language and communication effectively.
- The nursery staff are working hard to develop their partnership with parents and involve them more in children's learning.
- Staff are respectful and considerate towards each child and so children behave well.

It is not yet good because

- Staff do not plan good educational programmes to promote children's learning in the outdoor environment.
- The nursery management does not keep Ofsted informed as required about changes to the manager.
- The staff do not always teach children to understand about their personal hygiene.

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 staff and children's interactions in the nursery.
- The inspector looked at children's assessment records and other documentation relating to the nursery.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to the staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Jane Bull

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 an enclosed area for outdoor play. There is level access to the premises and toilet facilities are on the ground floor. The nursery operates from 8am to 6pm, Monday to Friday throughout the year, except for bank holidays. There are currently 14 children in the early years age range on roll. The nursery supports children who speak or learn English as an additional language. There is a team of four staff, some of whom work part time, plus the manager, who work with the children. The manager holds a degree in early childhood studies. Three members of staff hold National Vocational Qualifications at level 3 and one member of staff holds a qualification at level 2. The registered provider is an Early Years Professional.

What the setting needs to do to improve further

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

- ensure children are provided with good opportunities to experience purposeful planned activities outdoors as well as inside.

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

- provide further opportunities for children to learn about managing their own personal hygiene.

Inspection judgements

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

Staff have a sound knowledge of how children learn. Each child has a learning journey that staff use appropriately to track their progress and identify the next steps in their development. The learning journeys contain observations, some photographs and children's work to show how each child is progressing in each area. Staff use these to plan a suitable range of activities that provide children with access to learning indoors. This helps children make adequate progress towards the early learning goals. However, the planning of activities in the outdoor area is not consistent and does not provide younger

children with many opportunities to learn outside through well-planned purposeful play. This means that staff are missing opportunities to teach children so they make good progress in their learning.

Parents play an active role in identifying children's starting points for learning on entry by completing an information form on their child. Staff share information regularly with parents about their children's learning. They provide the parents of younger children with information sheets about their child's day and parents can talk to staff daily about their child's development. Termly parents' evenings give further opportunities for staff to share information about what their child is doing at home and discuss their next steps. This means that staff involve parents in their children's learning on an ongoing basis and provide adequate continuity of care for children. Staff know how to carry out the progress check for two-year-old children. They use the tracking in the children's learning journeys to support the information they provide in these progress checks and share them with parents. This means that staff and parents work together to identify whether children require any particular support or extra challenges in their learning experiences.

Staff have an adequate understanding of working with children who are learning or speak English as an additional language. For example, during the inspection they talked to children while they were playing a board game with a shopping theme. They extended the children's vocabulary by talking about the items in the shopping trolley and asking the children further questions about them. Staff encourage parents to share information about home languages and key words when their children start at the nursery. This helps staff to narrow any communication gaps between them and other children and for all children to make consistent progress. Staff liaise with parents and carers to find out about each child's background when they start at the nursery. This helps the children to settle and provides continuity of care.

The nursery provides an adequate range of activities indoors to cover all areas of learning that children enjoy and engage in. Children demonstrate that they are developing as they concentrate and are involved in activities. For example, during the inspection, children made marks by moving cars through shaving foam on a tray. This helped them to develop their language as they talked about the different tracks that they made with the tyres. Children also developed their early mathematical skills as they made comparisons of size with the cars. Staff followed older children's interests by providing them with additional items to move through the foam, and water to pour into the foam to see what happened. This helps children to be creative and to use their own ideas.

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

Staff use their training in behaviour management to support children to learn about acceptable behaviour. Staff are polite to children, are positive role models and praise children's actions. For example, during the inspection when it was time to tidy up, they sang a tidy up song with children as they worked together and thanked them for their help. As a result, children learn to behave well.

Staff record and follow children's dietary needs so they include all children in activities. Children enjoy having fresh fruit and vegetables during snack time and drinking water is available throughout the day. Fresh meals are prepared daily at the nursery to support the children's health and physical well-being. Staff encourage children to try new foods; they sit with children at mealtimes and chat together to promote the social aspects of eating together. Staff promote children's self-help skills and independence by teaching them to pour their own drinks, serve and feed themselves. However, staff do not teach children consistently to learn about good personal hygiene, such as how to wash their hands or use individual drinking beakers. This means that children do not always develop an understanding about managing their personal hygiene or reducing the risk of cross infection as part of a healthy lifestyle.

Staff use risk assessments routinely to help them to identify any potential hazards and take the action needed to keep children safe. Children and staff practise fire drills every six weeks, so they know what to do in the event of an emergency. Children take small but safe risks when playing. For example, during the inspection they balanced safely on upturned crates and learnt to climb a hill in the garden. This demonstrates that staff provide sufficient challenges to help children extend their understanding of risk and of safe practices.

Children are cared for in a clean and welcoming environment with resources which support children's all round development. Toys are stored in boxes with pictures and labels showing their contents and in low-level baskets for younger children. This means children can make their choices as to what they would like to play with, which helps to develop their self-confidence. Staff make suitable and consistent use of picture cards to support communication with children and to help them understand the daily routine. This is particularly helpful in supporting younger children and those learning English as an additional language.

The staff make appropriate use of a key-person system to help children to feel comfortable and form secure emotional attachments. Children confidently approach staff for help, demonstrating that they are developing their emotional well-being and self-confidence. Staff discuss children's individual needs with their parents before they start to look after them so they meet children's specific individual needs fully. Babies sleep at times consistent with their home routines and parental wishes to help each child feel secure. Staff change children's nappies at regular intervals throughout the day and in-between if needed so each child is comfortable and clean. Parents comment that they know their child's key person and are happy with the approachability of the staff and sharing of information. This helps children to feel confident and secure at the nursery and provides appropriate continuity of care.

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

The management team and staff demonstrate sufficient understanding of the safeguarding and welfare requirements, including child protection procedures to protect

children. The manager has recently attended training to underpin her knowledge and is now the lead practitioner for child protection. Staff have completed safeguarding training to develop their knowledge, which means they know how to provide a safe environment for children. The nursery has a policy banning the use of personal mobile phones and cameras on site to help them to protect children's welfare. Staff are aware they must record and report any child protection concerns they may have to help to keep children safe. Staff supervise children appropriately in all areas of the nursery and understand the need to maintain ratios of adults to children efficiently at all times. There are suitable procedures in place for recruiting, vetting and appointing suitable staff. However, the management team has failed to notify Ofsted of details of changes in the manager of the nursery. This is a breach of legal requirements though there is no significant impact on the welfare of children. Security systems are sound and unauthorised access is minimised by the use of an intercom system. A suitable number of staff have a current paediatric first-aid certificate, which means they can treat minor injuries and accidents the children may have. This demonstrates that staff are aware of their role and responsibilities to protect children's welfare.

The management team has an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. Staff use assessment systems adequately to record details of what children can do. The management team is making steps to improve how they record children's progress. This helps them identify more consistently any gaps in children's achievement and where a child may need further support to make progress.

The management team and staff work closely with parents to improve outcomes for all the children in the nursery through regular communication. The staff use the nursery's policies and procedures well to guide them in their practice; these are easily available to inform parents of the way staff care for their child. The induction process used for new staff ensures that they are familiar with the nursery's policies and procedures to enable them to care for children appropriately. Staff regularly update their knowledge through staff meetings and completing questionnaires. This helps staff to be aware of how to promote children's learning and development towards the early learning goals.

The management team reflects on practice and recognises priorities for improvement. For example, they recently reviewed the nursery garden and purchased more resources outside to help to improve learning opportunities for children. The nursery also receives support and guidance from the local authority. This helps the management team and staff to drive improvement in the outcomes for children. Parents are involved in this through completing questionnaires to give their views of the nursery. The manager regularly monitors staff in their work and holds one-to-one supervision meetings to help them to improve their practice. This helps the manager to monitor the effectiveness of the staff's teaching of the educational programmes and to identify where improvements need to be made to raise standards.

The management team understands the benefits of partnership working. They communicate with other early years settings that children also attend to support continuity of care. This helps staff to promote shared learning opportunities for each child to promote their development. Staff share information with parents regularly and have plans

to involve parents more. This means there is consistency of care between home and the nursery to support children's progress. Parents comment positively about the care and helpfulness of staff at the nursery.

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. 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	EY233858
Local authority	Hounslow
Inspection number	989843
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	14
Name of provider	Little Dreams Day Nursery Limited
Date of previous inspection	13/05/2014
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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