

# Daydreams

1 New Hall Road, Sale, Cheshire, M33 2GT



## Inspection date

2 July 2015

Previous inspection date

22 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have created excellent partnerships with parents and other professionals, which provides consistency for children's care and learning at home and at the nursery.
- Safeguarding arrangements are clear. The manager and staff demonstrate a good knowledge and understanding of their responsibilities to keep children safe from harm. As a result, children's safety and well-being are effectively promoted.
- Staff manage children's behaviour sensitively and consistently. They set high expectations and, as a result, children are polite, caring, sensitive and helpful.
- The manager uses staff supervision sessions to effectively promote and enhance their personal effectiveness. The manager monitors staff practice and identifies future training needs. As a result, staff report that they feel hugely supported and clearly understand what is expected of them in their role.
- Staff make detailed observations, accurately assess and regularly plan to meet children's needs, taking account of their interests. As a result, children's individual learning needs are well met and they make good progress in their learning.

### It is not yet outstanding because:

- Staff working with older children do not always provide them with enough time to lead their own play and pursue their own interests.
- Managers have not yet fully developed systems to evaluate the impact of staff training on children's learning. Furthermore, managers do not yet precisely assess the progress of groups of children to identify any potential gaps in their learning.

## What the setting needs to do to improve further

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

- enhance the effectiveness of monitoring the provision, for example, by analysing the achievements of particular groups of children and by evaluating the impact staff training has on children's progress, to identify potential gaps in their learning
- increase opportunities for older children to lead their own play and pursue their own interests.

### Inspection activities

- The inspector carried out a joint observation with the manager and spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector reviewed children's development records, including how staff assess children's learning.
- The inspector checked the evidence of the suitability and qualifications of staff, and discussed the manager's self-evaluation.
- The inspector observed activities in all the playrooms and in the outside play area.

### Inspector

Helen Gaze

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. The staff team is well qualified and they have good knowledge of how children learn. For example, in the baby room, staff understand the importance of talking to babies to promote their early language and they do this continuously. Furthermore, staff provide interesting activities that engage babies and encourage their exploratory nature. Staff caring for older children use every opportunity to promote children's language and literacy development. For example, staff use challenging questions and play games to build children's awareness of letters and sounds. Older children enjoy making choices about what to play with and particularly enjoy messy and creative activities, using a range of media and materials. However, older children's play is occasionally interrupted for more structured activities to take place. As a result, children do not always have sufficient time to lead their own play or to pursue their interests, and this can sometimes affect their engagement and enjoyment.

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

Children access a bright and stimulating learning environment and they are happy and busy. Staff manage children's move into the nursery very well. This is because the key-person system works well to make sure children feel safe and secure. Furthermore, settling-in arrangements are flexible to meet the needs of children and their families. Staff focus strongly on maximising children's independence through everyday tasks, such as lunchtime routines. As a result, children are acquiring the necessary skills for their future learning, in time for school. During outdoor activities, staff use resources well to help children gain confidence in their physical abilities. For example, staff provide more challenging apparatus for older children to climb and to balance.

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

The management team and staff have a clear understanding of the safeguarding and welfare requirements. There is a clear drive for the continual development of the nursery. For example, managers and staff welcome the views of parents and the local authority advisory teachers to help improve outcomes for children. As a result, all previous recommendations have been fully addressed. Staff regularly attend training to improve their knowledge and skills. For example, staff recently attended a recognised language course to develop their knowledge of supporting children's early language skills, including those children with special educational needs and/or disabilities. However, managers do not evaluate and measure the impact training has on children's learning or assess groups of children's progress, to strengthen the identification of any potential gaps in their learning.

## Setting details

<b>Unique reference number</b>	EY275100
<b>Local authority</b>	Trafford
<b>Inspection number</b>	856153
<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>	40
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Bernadette McHugh and Michelle McHugh Partnership
<b>Date of previous inspection</b>	22 February 2011
<b>Telephone number</b>	0161 976 5544

Daydreams nursery was registered in 2000. The nursery employs 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or 4, including one with Early Years Professional status and one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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