

# Little Dreams Day Nursery

393 Ashford Road, STAINES, Middlesex, TW18 1QG



## Inspection date

6 August 2015

Previous inspection date

26 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not make sure that planned activities always provide sufficient challenge for children, both inside and outside. These activities are not always linked to children's interests and abilities.
- The quality of teaching is variable as some staff are more competent in supporting children's learning than others.
- The systems used to check that all children are learning are not good enough. They do not focus on the quality of teaching and check that all children make good progress.

### It has the following strengths

- Children form positive relationships with the staff who know them well. This promotes their emotional well-being and makes them feel secure.
- The management team and staff have a secure knowledge and understanding of safeguarding issues. Recruitment procedures are robust and include checks to make sure staff are suitable to work with children.
- There is a good range of quality resources for children of different ages to support all areas of learning and development.

## What the setting needs to do to improve further

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

- make better use of the planning and assessment process to make sure staff always plan challenging activities with clear learning objectives to meet the individual needs, abilities and interests of all children, especially for older children in the outside area
- improve the procedures to continually review the nursery's performance and set challenging targets to strengthen the quality of teaching, to ensure good or better practice is in place at all times.

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

- increase opportunities for all staff to attend training to support their knowledge and understanding of how young children learn.

## Inspection activities

- The inspector observed activities both inside and outside and assessed the support for children's learning.
- The inspector spoke to parents to gain their views on the quality of the nursery.
- The inspector sampled a range of documentation, including children's developmental records and staff information.
- The inspector conducted a joint observation with the owner/manager to assess the quality of teaching.

## Inspector

Maria Conroy

## Inspection findings

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

The quality of teaching is inconsistent because some staff are unclear about the purpose of activities and what children will learn from them. Observations and assessments are carried out. However, staff do not use this information consistently to plan for children's individual needs. On occasions during planned activities, staff fail to sustain children's attention due to the lack of challenge and interest. Therefore, children move away from the activity quickly or do not participate fully. Some staff are less skilful than others when supporting children's learning and development. For example, they use questioning techniques that provide insufficient challenge or are not developmentally appropriate. This lack of planning and variation of staff's knowledge and skills prevents some children from making good progress in their learning. Overall, children take part in a varied range of activities to support all areas of learning. Parents confirm they receive relevant amounts of information about their child's achievements and they are invited to contribute to their child's learning. Parents told the inspector they like the friendly staff, homely environment and feel their children are achieving well.

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

Children come into the nursery happily and settle well. They form close relationships with staff. For example, babies smile when they see familiar staff. Children are developing their independence through the daily routine. They put on their shoes and coat when they go out into the garden and cut their own fruit at snack time. This helps children to develop the skills they need for starting school. Children generally behave well and they are learning to share and take turns with their friends. Staff encourage them to use 'kind hands' and 'listening ears'. Resources are easily accessible which enables children to choose what they want to play with. However, staff do not always make the best use of the resources available to provide good quality learning experiences. For example, the resources in the outdoor area do not always provide sufficient challenge for older children.

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

The manager and staff have a secure understanding of the requirements of the Early Years Foundation Stage. They have recently reviewed and improved their safeguarding procedures, which helps to protect children and keep them safe. The setting has been working with the local authority to make improvements to the service and have addressed the areas identified for improvement at the last inspection. However, systems to review and monitor staff practice are not robust enough to identify precisely what needs to improve. Staff have regular supervision which enables them to talk about the children for whom they are responsible and to identify training needs. However, there are fewer opportunities for all staff to attend regular training to develop their knowledge and skills in relation to how young children learn. Therefore, the quality of teaching is not consistently good.

## Setting details

<b>Unique reference number</b>	EY446151
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1022476
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Little Dreams Day Nursery Limited
<b>Date of previous inspection</b>	26 September 2014
<b>Telephone number</b>	01784 390107

Little Dreams Day Nursery registered in 2012. The nursery is one of three nurseries owned by the same provider. All children have access to an 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 8am to 6pm all year round, with closures on public bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are four staff, including the owner/manager who work with the children. Three staff hold appropriate early years qualifications, including the manager who holds the Early Years Professional Status.

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