

Daydream Nursery

Hilliersdon, Horsell Rise, Woking, Surrey, GU21 4AY



Inspection date

31 July 2017

Previous inspection date

2 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not plan activities well enough to meet all children's individual needs and next steps in learning effectively. Not all children make good progress from their starting points.
- The manager does not monitor teaching practice or children's progress closely enough to identify areas where staff need support, to ensure teaching is consistently good.
- Children have limited opportunities to follow their interests and lead their own play. At times, staff overlook opportunities to encourage children to be creative and use their imaginations.
- The manager reflects on the quality of the provision. However, reflection is not rigorous enough to identify all areas for improvement.

It has the following strengths

- Staff form positive relationships with the children in their care. Children feel safe and secure.
- Children's behaviour is good. Staff support children to behave well. Children learn to respect others and play cooperatively.
- Children develop a good awareness of healthy lifestyles. For example, staff provide daily opportunities for fresh air and exercise and follow good hygiene practices to help children learn about keeping healthy.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|---|------------|
| ■ plan effectively for children's next steps in learning in order to help all children make good progress | 15/09/2017 |
| ■ provide effective monitoring, support, coaching and training for all staff to ensure the quality of staff practice and teaching is consistently good. | 15/09/2017 |

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

- increase opportunities for children to follow their interests and lead their own play
- extend opportunities for children to develop their creativity and share their ideas
- make effective use of self-evaluation to identify all weaknesses and to take appropriate action to raise the quality of the provision.

Inspection activities

- The inspectors observed children in the inside and outside areas.
- The inspectors spoke with children, staff and parents to gain their views.
- The inspectors examined a sample of policies, documents and children's records.
- The inspectors completed a joint observation of an activity with the manager. Together they observed staff interactions with children during a group activity and evaluated the activity.
- The inspectors discussed the self-evaluation process with the manager.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager reflects on aspects of the provision but does not identify all areas for improvement. For example, she has not established effective systems to monitor, support and coach staff to help improve outcomes for children. Nonetheless, the manager checks that staff update their knowledge of mandatory training, such as first aid. Safeguarding is effective. The manager ensures that staff have a good understanding of what would concern them about a child's welfare and the procedures to follow. The manager places a strong focus on children's safety. For instance, she completes rigorous recruitment processes and risk assessments of the premises. Staff share children's achievements with parents and provide them with ideas to support learning at home. This helps provide consistency for children.

Quality of teaching, learning and assessment requires improvement

Staff complete regular observations of children's learning. However, some staff lack a clear understanding of how to use their findings to plan effectively to help children meet their next steps in learning. Staff teach children to develop an awareness of mathematics well. For example, they ask older children to find different numbers and repeat numbers for younger children to hear. Staff plan some interesting activities that children enjoy. For instance, they read books together with children, engage in construction and explore outside areas together. Children develop an interest in early writing, for example, by following staff's lead to use chalk and draw together on the playground. However, staff miss some opportunities to support children to develop their creative skills and share their ideas.

Personal development, behaviour and welfare require improvement

Sometimes, activities are not targeted to meet children's needs to develop their confidence and engagement. Staff do not consistently support children to make independent choices and lead their own play. However, staff encourage children to help with daily tasks and routines, such as tidying away the toys. They teach children how to stay safe. For example, staff ensure older children know how to use knives safely at mealtimes. Staff encourage children to respect others and the environment. They praise children at appropriate times and, at these times, children demonstrate good levels of self-esteem.

Outcomes for children require improvement

Children are generally happy and settled, but not all children make good enough progress. For example, younger children are slower to develop key skills, such as large physical movements, which are not planned for consistently well. This has an impact on their progress and readiness for the next stage in their learning. Children sit well during group times and listen carefully. They respond to staff's questions to demonstrate their understanding. Older children gain some of the skills to prepare them for school. For example, they learn to recognise familiar words, such as their names, and to put on their shoes for outside play.

Setting details

Unique reference number	160633
Local authority	Surrey
Inspection number	1068567
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	39
Number of children on roll	47
Name of registered person	Day Dream Nurseries Limited
Registered person unique reference number	RP524510
Date of previous inspection	2 April 2014
Telephone number	01483 714827

Daydream Nursery registered in 2001. The nursery is situated in Woking, Surrey. The nursery is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. There are 12 members of staff, of whom two hold qualified teacher status and six hold a relevant early years qualification at level 3.

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