

Dreammaker Day Nursery

65 Cartwright Street, London E1 8NB



Inspection date	6 November 2018
Previous inspection date	3 November 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires improvement	3
Effectiveness of 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

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

- The manager does not provide enough effective monitoring and coaching to ensure that all staff have good teaching skills. As a result, teaching and learning across the nursery are inconsistent.
- Overall, children are not supported well enough to make good progress in their language development. For example, staff do not use questions effectively to develop children's thinking skills.
- At times, staff do not provide children with a wide enough range of opportunities to try things for themselves, to develop their independence and problem-solving skills further.

It has the following strengths

- Children have formed strong bonds with staff. An effective key-person system helps children feel safe and secure. They happily leave parents at the door and are eager to join in with activities. This helps children to develop strong emotional attachments and to build new friendships over time.
- Partnership with parents is strong. Parents speak highly about the nursery and the quality of care their children receive.

What the setting needs to do to improve further

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

	Due date
improve the standard of coaching so staff are able to transfer their training skills into the nursery environment and therefore raise teaching standards to a consistently good level	05/12/2018
encourage the development of children's language and communication skills further.	05/12/2018

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

- increase opportunities for children to develop independence and solve problems for themselves.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times throughout the inspection.
- The inspector considered the views of the parents spoken to on the day, and looked at written parental feedback.
- The inspector viewed and discussed various documents, including policies and procedures, staff training records, evidence of staff suitability and records for children.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff know what to do if they are concerned about the welfare of a child in their care. Staff promote two-way information sharing with parents. They gather useful information when children start at the nursery and keep parents informed about their children's progress through daily conversations and regular meetings. This helps to ensure children make steady progress and provides a consistent approach to their development. The manager assesses the quality of the nursery accurately and identifies weaknesses. She has put in place an action plan for improvements. However, due to recent changes in ownership of the nursery, this has not been implemented firmly enough. The manager acknowledges there are gaps in identifying the development needs of individual staff, although staff attend some training. For example, staff recently attended training on the benefits of movement and exercise.

Quality of teaching, learning and assessment requires improvement

The quality of teaching across the nursery is not consistently of a good standard. Consequently, some children do not make as much progress as they should. Staff plan activities based on the needs of the children and provide a wide variety of resources. However, these resources do not challenge children sufficiently or extend their learning effectively. Staff gather useful information about children's home languages and support those who speak English as an additional language to make progress in their use of English. All staff interact well with children and follow their interests. Babies are delighted as they listen and join in with the actions of their favourite songs. Older children enjoy helping staff explore the inside of a pumpkin. The manager and staff make regular observations and assessments of children during play. They use this information and their knowledge of children's interests to plan appropriate activities.

Personal development, behaviour and welfare require improvement

Children are happy and settled, and their behaviour is good. Staff encourage children to share and take turns. Staff support children's emotional well-being. For example, they help them to learn the routines and to feel safe and secure. Staff support children to gain confidence during some personal care routines, such as using the bathroom. However, staff miss opportunities to develop children's independence further. For example, during mealtimes and during activities staff complete tasks that children are able to do for themselves. Children engage in activities on large play equipment that promotes their physical health. Children learn about healthy eating and are provided with nutritious snacks and lunches.

Outcomes for children require improvement

Children make sufficient progress in their learning and development in readiness for the move on to school. However, some weaknesses in teaching and learning mean that not all children make the best possible progress. Children develop an interest in early literacy and mathematics through a wide range of activities. For example, children join in with counting games and are able to recognise some number symbols. They enjoy looking at books and listening to stories being read to them. Children are developing an awareness of the world around them.

Setting details

Unique reference number	EY289657
Local authority	Tower Hamlets
Inspection number	10079462
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	113
Number of children on roll	39
Name of registered person	Fortune Nurseries Limited
Registered person unique reference number	RP907018
Date of previous inspection	3 November 2017
Telephone number	020 7480 7166

Dreammaker Day Nursery registered in 2003. It is situated in Wapping in the London Borough of Tower Hamlets. The nursery is open each weekday from 7am to 7pm, for 51 weeks of the year. The nursery employs 12 members of childcare staff. Of these, nine hold relevant childcare qualifications at level 2 and level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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.

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