

<b>Inspection date</b>	14 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children who have special educational needs and/or disabilities (SEND) make good progress. Staff plan well for their needs and the progress they make is regularly reviewed.
- The manager evaluates and monitors the quality of the pre-school effectively. She considers the views of staff and parents when deciding on priorities for improvement.
- Children are very happy and settled in this welcoming and friendly nursery. Staff are kind, caring and respond well to children's individual needs. Children form close and trusting bonds with the staff. This helps to support children's emotional well-being.
- Staff are supported well by the management team. They benefit from supervisory meetings, feedback from observations of their practice and training opportunities. These opportunities help staff to review and strengthen the effectiveness of their teaching.
- Children behave very well. They clearly know the routines at nursery and calmly follow instructions. Staff praise children consistently to show their appreciation.
- Although the management team has improved systems to assess and evaluate children's development, these are not fully effective in monitoring the progress different groups of children make, to help raise children's learning even further.
- At times, staff's teaching does not ensure that all children are consistently engaged in activities.

## What the setting needs to do to improve further

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

- use the information gained from the monitoring of children's achievements more effectively and enhance how groups of children are supported to improve their learning even more
- support staff to quickly recognise when children are no longer interested in an activity, to ensure that children are consistently challenged and remain engaged in their learning.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with parents to gain their views.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector sampled documents, including children's records, staff suitability and policies, such as safeguarding.
- The inspector and deputy manager carried out a joint observation.

### Inspector

Tracey Murphy

## Inspection findings

### Effectiveness of leadership and management is good

The manager closely monitors the consistency of the quality of care and teaching that staff provide to children. For instance, she regularly holds individual meetings with staff to discuss their strengths. The manager sets targets to help staff to develop their practice even further. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. Children learn how to keep themselves and others safe. For instance, when balancing on blocks in the garden, the children move the blocks closer together to stop themselves falling off. Staff have good relationships with parents. They keep parents well informed on a day-to-day basis and provide regular progress reports of their children's learning.

### Quality of teaching, learning and assessment is good

Staff interact with children positively and help them to engage and concentrate as they happily explore with sand. They use questions effectively to challenge children's thinking and play. Staff encourage children well to solve problems, express their ideas and make connections. For example, staff support children's ideas of how to transport sand from one container to another using a variety of tools. Staff help children to count and recognise numbers during their play to further support their early mathematical skills. For example, children recognise numbers beyond 10 as they talk about the days of the week during group time. Staff encourage children to take part in activities to help them recognise letters and the sounds they represent. This is demonstrated when children excitedly sing and carry out the actions to songs about phonics. Children develop good communication and language skills.

### Personal development, behaviour and welfare are good

Key persons know their key children's individual needs, for example, understanding when children with SEND need to relax in the sensory room. Staff are kind and respect each other, parents and children. They are warm and caring towards children and support their emotional well-being effectively. Staff encourage children to develop good physical health. For instance, children are active, they follow effective hygiene routines, and meals and snacks are healthy and nutritious.

### Outcomes for children are good

All children make good progress from their starting points, including those in receipt of additional funding. Children are confident communicators. They develop skills to support their readiness for school. For example, children develop early literacy skills as they use their knowledge of letters and the sounds they represent to write their name.

## Setting details

<b>Unique reference number</b>	EY500127
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10079129
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Little Daydreams Ltd
<b>Registered person unique reference number</b>	RP901090
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07912227456

Little Daydreams registered in 2016 and is located in Erith, Kent. The pre-school is open from 9.15am to 3.45pm on Monday to Friday, during term time only. Children can attend for a variety of sessions. The pre-school receives funding to provide early education for children aged two, three and four years. There are seven staff. Of these, one holds early years professional status and six hold early years qualifications at level 2 and 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

