

# Little Dreams Day Nursery

393 Ashford Road, STAINES, Middlesex TW18 1QG



<b>Inspection date</b>	8 April 2019
Previous inspection date	27 July 2016

<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
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

- The manager thoroughly assesses the risks to children's safety at the nursery and before they go on outings into the community. She takes appropriate action to minimise any potential risk. For instance, she shares information on plants that may be harmful with all concerned.
- The manager holds early years teacher status, as do other members of the staff. She ensures that staff use their high level training and in-depth understanding of how children learn, to create rich and vibrant play areas. Children quickly engage in activities that capture their individual interests. Staff give them time to explore and develop their curiosity and experiment further.
- Partnerships with parents are good. Parents share a wealth of information with staff as children enrol and report that staff keep them well informed about children's progress. The manager carefully analyses parent contributions to evaluations of the nursery. She conscientiously adapts and makes improvements to services where she can.
- Staff are consistently good role models for children. They have high expectations for children's behaviour towards one another. Children copy this respect for others and are kind and thoughtful to their friends and to younger children. There is a very happy atmosphere across the nursery.
- Older children are well prepared for school, socially and emotionally. Regular links with schools help staff to share information about children's achievements effectively.
- Staff use assessments well to accurately identify the next steps in children's learning. However, they do not target them precisely or consistently enough to help children make the best possible progress.
- Staff's knowledge of how babies develop early vocalisations and speech is not detailed enough to accelerate the process when toddlers need more help.

## What the setting needs to do to improve further

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

- target the next steps in each child's learning more precisely, to help accelerate their progress
- extend staff knowledge and skills in the development of children's first sounds and words, to help them make more rapid progress in their speaking.

### Inspection activities

- The inspector talked to parents and looked at responses to questionnaires to gather their views on the nursery and their children's well-being.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outside.
- The inspector listened to and talked with children as they played and reviewed how well staff monitor and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook a joint observation with the manager and asked how staff training improved outcomes for children.
- The inspector looked at a range of documentation, including information on staff recruitment, suitability checks and training, and discussed plans for further improvement with the manager.

#### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager checks that staff know how to apply their training in child protection. Staff understand how to identify and report any such concerns, including using independent authorities if necessary. The manager uses self-evaluation effectively to continue to establish high standards across the nursery. For example, she is exploring how best to extend age appropriate ways of promoting children's online safety with staff, parents and the older children. The manager works closely with the staff and children. This helps her to monitor staff practice, model higher levels of skills and assess the impact of teaching on raising outcomes for children. The manager is experienced and accountable. She is beginning to monitor children's progress to set higher expectations for their learning.

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

Staff provide a broad range of learning experiences, which quickly attract children's interest. This is evident when toddlers persist in experimenting with different ways of transferring small materials between containers. Toddlers learn to handle and control a range of tools. They master the use of a pincer grip to pick up small objects, such as dried pasta, and post them into tiny bottle openings. Staff encourage older children to extend these skills to writing tools. Children easily access note pads and pencils and use them as they pretend to write lists and design new constructions. Staff carefully choose and place prompts, such as books, recipe cards and pictures of buildings from different countries. They skilfully use these to extend children's knowledge of the world. Children confidently discuss their shared experiences of shopping in different supermarkets. Staff develop these opportunities well to broaden children's understanding of diversity and making healthy choices.

### Personal development, behaviour and welfare are good

Staff display a reassuringly gentle, calm and encouraging manner with children of all ages. Babies, new children and younger siblings show that they feel secure with staff, who are quick to meet their individual needs. For example, with the help of pictures and props, toddlers select and take part in rhymes and songs. Staff create exciting play areas and guide children about how to assess and manage small risks. For instance, children learn to dress appropriately for the weather and use different tools to find farm animals hiding in the mud. They learn ways of working as a team to transfer mud to larger containers more quickly and practise their negotiating skills as they agree a way forward.

### Outcomes for children are good

Children make good progress in their learning. Babies develop increasing levels of independence in feeding themselves, while toddlers boldly try a wider range of flavours and textures. Older children take more ownership of eating healthily and show responsibility as they help to tidy up after themselves. Children help to count out and sort everyday objects, such as when they set tables and find items hidden in the sandpit. They develop good foundation skills for higher levels of problem solving and mathematics.

## Setting details

<b>Unique reference number</b>	EY446151
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10075165
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Little Dreams Day Nursery Limited
<b>Registered person unique reference number</b>	RP911061
<b>Date of previous inspection</b>	27 July 2016
<b>Telephone number</b>	01784 390107 / 07921 097848

Little Dreams Day Nursery registered in 2012. It is situated in Staines, Surrey. The nursery is open each weekday from 8am to 6pm and operates all year round, except for bank holidays. The provider receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff, two of whom hold early years teacher status. Three other members of staff have relevant early years qualifications at level 3 or above and one has recently started this training.

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