

Dreams Nursery

2 Lawrence Road, London, London N18 2HN



Inspection date	7 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children arrive eager to learn and are happy and settled. A strong key-person system helps children to form secure attachments with staff. Children are confident to ask for help and share ideas.
- The manager and staff work closely with parents to support children's development. Parents are updated about their children's progress and are part of their children's learning.
- Staff have high expectations of children. They have a secure knowledge of children's next steps in learning, which they precisely identify through their high-quality assessment processes.
- Children make good progress in all areas of learning. They are provided with a range of activities to prepare them for school. Staff are confident in preparing children for this transition.
- The dedicated manager leads the setting well. She is passionate about creating a safe, stimulating and respectful environment. She continually reflects on and evaluates her own practice and that of her team. She has clear and realistic targets for the future.
- Staff support children's physical development well. Both young babies and older children move freely with pleasure and confidence. All children enjoy access to the well-resourced outdoor space, helping to support their learning.
- Children are independent and curious learners. They have many opportunities to lead their own play and explore their ideas in a well-resourced and stimulating environment. This enables children to feel confident to take risks and make their own decisions.
- The quality of teaching and interactions between staff and children is strong. However, at times, staff miss opportunities to support older children to use their own thinking and problem-solving skills to extend their learning.

What the setting needs to do to improve further

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

- make greater use of opportunities to consistently challenge and extend older children's learning and development.

Inspection activities

- The inspector undertook a tour of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector viewed documentation during the inspection, which included safeguarding policies, staff suitability checks, children's tracking documents and the setting's main policies and procedures.
- The inspector spoke with parents and took account of their views.

Inspector

Laura Rathbone

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager uses robust safe recruitment procedures and offers continual support to all staff in managing any safeguarding issues, so helping to keep children safe. Staff know the signs and symptoms of possible abuse, and have a clear understanding about how to report a possible concern. The manager uses a strong and regular self-evaluation system to make improvements. She takes into account the opinions of staff, parents and children to improve aspects of the practice further. For instance, the older and younger children have recently switched rooms, which has contributed to younger children demonstrating calmer behaviour. The manager has established strong partnerships with parents, giving them many opportunities to play an active role in their children's learning. Parents speak highly of the setting, commenting on the strong progress their child has made and the 'family' atmosphere. The manager meticulously monitors the quality of assessment and the progress that individual children, and groups of children, make.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and passionate about creating an interesting and stimulating environment for children of all ages. Staff use a variety of teaching strategies to promote children's communication and language development. For example, they sing songs, repeat new words and comment on what children are doing. Recent training has led to staff feeling more confident in using signing as a form of communicating with children. This provides children who speak English as an additional language and children who are still developing their communication skills with the opportunity to contribute and share ideas. Staff follow the children's lead and provide real-life resources to support the children's play. For example, the babies show great delight in being able to give their dolls water from a real baby bottle. Children's interests are consistently considered when planning activities. For instance, a 'veterinary area' has been created to support children's growing interest in animals.

Personal development, behaviour and welfare are good

Relationships between staff and children are good and children behave well. Staff offer a great deal of support as young children develop an understanding of sharing, taking turns and showing consideration for others. This has contributed to children showing care towards their friends and has created a nurturing and friendly atmosphere throughout. Children are given countless opportunities to become independent learners. For example, they serve themselves lunch, help staff in planning which activities should come next, and tidy up around the rooms.

Outcomes for children are good

Children make good progress from their starting points and are well prepared for school. Children show a keen interest in literacy activities. For example, they enjoyed creating their own books, based on their recent topic about the zoo. Older children are beginning to write their own names and younger children experiment with creating marks using their fingers and paint. Children are confident communicators. For example, they enjoyed lively discussions about the different foods that are healthy and unhealthy.

Setting details

Unique reference number	EY543758
Local authority	Enfield
Inspection number	10091568
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	95
Number of children on roll	88
Name of registered person	Anglo International School Ltd
Registered person unique reference number	RP543757
Date of previous inspection	Not applicable
Telephone number	07786078759

Dreams Nursery registered in 2017. It is based in the London Borough of Enfield. The nursery operates from 7.30am until 6.30pm, Monday to Friday for 51 weeks a year. The provider employs 10 members of staff, all of whom hold relevant childcare qualifications, ranging from level 2 to level 5.

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