

Inspection date	12 August 2019
Previous inspection date	27 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 managers are totally committed to providing quality early years provision. This vision is shared equally with the dedicated staff team.
- Children benefit from warm and caring relationships they have formed with staff. For instance, children play enthusiastically with staff, who actively join in their play while supporting their learning.
- Staff provide a good variety of interesting activities and experiences both indoors and outdoors. For example, children enjoy building tall towers with blocks inside. They also enjoy exploring what happens when they spray coloured chalk with water bottles outside.
- Parents speak highly of the nursery and the staff team. They say they are extremely happy with their children's progress and feel staff really take their time getting to know their children.
- All staff develop strong partnerships with other professionals, including local schools. These result in effective and well-coordinated strategies that promote children's emotional well-being. This serves them well as they move between rooms in the nursery and onwards to school.
- Staff do not consistently support children's understanding of the wider world beyond their own experiences, to support children's understanding of the differences between themselves and others.
- At times, staff do not consistently employ appropriate hygiene routines to reduce the risk of cross-contamination during everyday routines.

What the setting needs to do to improve further

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

- enhance opportunities for staff to develop their knowledge of how best to support children's understanding of the wider world beyond their own experiences
- support staff to consistently employ appropriate hygiene practices to reduce the risk of cross-contamination during everyday routines.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider/manager.
- The inspector held a meeting with the managers. She looked at a range of documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents on the day of the inspection and she took account of their views.

Inspector

Paula Graves

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to recognise and report child protection concerns. All staff receive regular safeguarding training to ensure their knowledge is kept updated. This ensures the safety and welfare of children. Managers follow robust recruitment procedures. They conduct regular coaching and supervision to ensure staff are, and remain, suitable. Leaders use effective monitoring systems to give them an understanding of the progress different groups of children are making. Any gaps in children's learning are swiftly identified. Targeted support ensures appropriate interventions are secured through additional funding. This helps to support children with special educational needs and/or disabilities. All children make good progress from their starting points. Parents say their children benefit from the family environment the nursery provides and staff are like extended family.

Quality of teaching, learning and assessment is good

Staff know their key children well because they observe them regularly. They make accurate assessments of children's learning and plan exciting activities around children's interests. For instance, children enjoy camping activities outside, helping to promote children's imaginative skills. Children sit inside a tent, build a campfire and cook food. Staff introduce and explain the meaning of new words, such as 'camouflage'. This word is then added to the 'word of the week' display. Younger children practise their early writing skills as they draw lines and circles on whiteboards. Babies develop their physical skills as they pull themselves to standing while holding onto soft-play equipment. Staff support babies' language development by encouraging them to point to the doll's eyes and nose. Staff model the correct pronunciations of words and babies repeat them.

Personal development, behaviour and welfare are good

Parents say they are kept well informed about their children's learning and welcome ideas on how to support learning at home. For example, staff provide parents with reward charts to promote children's positive behaviour. Staff support children's growing independence. They encourage children to independently dress themselves in school uniforms. Children pour drinks and collect their own coats and shoes before going outside. Staff help children to learn about the importance of living a healthy lifestyle. For instance, they explain to children that milk will make their bones strong. Children eat a healthy range of home-cooked meals and snacks at nursery. They are also encouraged to brush their teeth after meals. This helps to promote children's oral health. Staff encourage older children to identify hazards in the garden. This helps to support their growing understanding of how to manage and minimise risks.

Outcomes for children are good

Children enjoy their time at nursery and become confident learners. Staff encourage children to acquire the skills needed for the next stage in their learning. For example, older children count and identify numerals displayed on toy houses. In addition, children learn how to play cooperatively together. For example, younger children confidently explain to their friends how to share and take turns. These skills prepare them well for their eventual move to school.

Setting details

Unique reference number	EY372296
Local authority	St Helens
Inspection number	10109765
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	44
Number of children on roll	57
Name of registered person	Daydreams Nursery Limited
Registered person unique reference number	RP528013
Date of previous inspection	27 February 2014
Telephone number	01744 23664

Daydreams registered in 2008. It is located in St Helens, Merseyside. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications ranging from level 3 to level 6. The nursery opens on Monday to Friday from 7.30am until 6pm, and closes for one week at Christmas and on bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

