

Inspection of Dream Big Little One

Tenters Street, Bury, Lancashire BL9 0HL

Inspection date: 24 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and content at this welcoming nursery. Children are greeted at the door by friendly managers and staff. They eagerly explore the environment and engage in play as soon as they arrive. Settling-in sessions are adapted to meet the needs of all children, including those who speak English as an additional language and those with special educational needs and/or disabilities. Children develop good relationships with their key person. For example, during play situations, children look to their key person for reassurance and guidance. This supports children with their emotional well-being and self-esteem.

Pre-school children are keen to join in sessions to support mindfulness. This helps children to self-regulate. Children are confident to discuss the programme on how the brain works. One child says, 'this is the hippocampus'. Children talk about the signals in the brain and which parts make good choices. This supports children to understand their bodies.

Children develop good levels of independence from a young age at the nursery. For example, all children learn the importance of good hygiene by washing their hands before meals. Older children model this to the younger children. Children help pour their own drinks throughout the day and make choices. Pre-school children are encouraged to self-serve their meals and clean away their empty plates. This helps children to develop a sense of responsibility.

What does the early years setting do well and what does it need to do better?

- The curriculum covers most of the areas of learning and is well sequenced. Children are encouraged to build on what they already know and make links with previous learning. For example, children can recall taking part in a community event making links to the Queen's Jubilee. However, staff do not always support younger children with their early mathematical development to the highest standard. Therefore, children do not always develop their mathematical knowledge through their play.
- Children are praised for positive behaviour and encouraged to be kind and share with their friends. They are given roles in the pre-school room, such as setting the table for lunch. This gives children a sense of pride in their environment, which contributes to positive attitudes.
- The quality of teaching is good. Staff provide children with a range of exciting and interesting opportunities to develop their curiosity for learning. For example, children enjoy identifying bugs using the magnifying glasses. Staff encourage the children to use the check lists while investigating the bugs in the garden.
- Staff help children develop their small-muscle skills. For example, babies enjoy popping bubbles with their fingers and staff encourage them to say 'pop, pop'.

Toddlers concentrate when taking part in dough-disco sessions as part of their daily routine. The children enjoy manipulating the dough to the music following instructions from their key person. The pre-school children have a range of mark-making opportunities, indoors and outdoors. This helps children to develop the strength in their muscles for early writing.

- Leaders place a high priority on staff well-being. Staff comment that they are happy at work and feel well supported. Staff benefit from regular supervision meetings. This helps them to build on their skills to further enhance children's experiences.
- Parents speak highly about the care and education the nursery provides their children. They talk about how 'incredible staff support their children needs.' Parents receive regular feedback on their children's progress and benefit from home-learning activities to further their children's learning and development. Feedback is 'consistent and informative'. Parents are kept up to date with their children's learning and development.
- Staff are good role models for children. They encourage children to talk about their feelings, which helps to promote personal and emotional development. Older children know and understand the nursery rules. Staff offer clear and consistent reminders to help children learn the expectations and boundaries. For example, staff remind children not to run indoors to avoid causing an accident.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of the possible signs and symptoms that may indicate a child is at risk of harm. Staff know the procedure to follow should they need to report a concern about the welfare of children. All staff complete safeguarding training, and this is regularly updated. The manager ensures safer recruitment checks are undertaken to confirm the ongoing suitability of staff working with children. Children learn how to play safely. For example, staff gently remind children not to run on the balance beam or they may fall and hurt themselves.

What does the setting need to do to improve?

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

- increase opportunities to develop mathematical language and concepts through routines and play.

Setting details

Unique reference number	EY561160
Local authority	Bury
Inspection number	10191045
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 at time of inspection	0 to 5
Total number of places	99
Number of children on roll	121
Name of registered person	Dream Big Little One Ltd
Registered person unique reference number	RP561159
Telephone number	01617976100
Date of previous inspection	Not applicable

Information about this early years setting

Dream Big Little One registered in 2018 and is located in Bury. The nursery employs 14 members of childcare staff. Of these, all hold appropriate qualifications at level 2 and 3. One member of staff holds a level 5 qualification. The nursery operates all year round. Sessions are from 7am to 6pm, Monday to Friday, except for bank holidays and one week at Christmas.

Information about this inspection

Inspector

Lisa Grundy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- The inspector carried out observations of staff and children at play, speaking to staff at appropriate times.
- Staff shared their views about the setting with the inspector.
- The management team met with the inspector to discuss the leadership and management of the setting.
- Parents shared their experiences of the setting with the inspector.
- The inspector reviewed documents appropriate to the inspection.
- The inspector conducted a joint observation with the manager.

We carried out this inspection 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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