

Inspection of Little Dreams Day Nursery

55 Dudley Road, Feltham, Middlesex TW14 8EJ

Inspection date: 8 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff greet children warmly as they arrive at this setting. Children separate happily into two areas, one for children aged under three years and another for older children. Younger children start their day with circle time. Children sit with adults to learn about the days of the week. Children request their favourite songs and staff respond willingly. Children are praised for joining in with words and actions. This helps them extend their communication and language skills.

Older children enjoy free play. Staff know children well and use the children's likes and interests to plan activities to support their learning. Children use blocks to build, taking turns to add them to a tower or place them side by side to run cars and trucks over the surface.

The curriculum focus is on developing children's independence. Staff work to ensure that children are able to get their needs met. Children are encouraged to use their voice and become confident to have a go by themselves. Children requiring additional support or with emerging special needs and/or disabilities are supported by staff that have formed secure, warm attachments with them. Staff have high expectations of children's behaviour, which is generally good.

All children have access to a wide range of resources in the enclosed garden. Bicycles, tricycles and a slide enable children to practise using large muscles to develop their physical skills in a well-supervised area.

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

- Language and communication are another curriculum focus of the setting. Staff use stories, songs and lots of conversations to help children build and use a wide vocabulary. Young children complete actions and use some words along to their favourite songs. Older children choose books, anticipating the story and repeating familiar phrases. Children who speak English as an additional language are well supported. Staff use shared languages or collect key words from parents to use with children. Children become confident talkers who use their voice to share their thoughts.
- The setting plays a very important role within the local community. Leaders work hard to ensure children and their families are warmly welcomed into a well-resourced and attractive indoor and outdoor learning environment. Leaders and managers promote independence as a high focus for children's learning. Staff also share how they encourage children to be self-sufficient. For instance, children wash their hands for snacks and meals, take off slippers and put on shoes prior to going outside.
- The manager and staff monitor children's progress closely. They make regular

observations of children and plan effectively to move them on to their next stage in learning. Children with special educational needs and/or disabilities (SEND) receive support to help them make good progress from their starting points. The special educational needs coordinator works closely with parents. Advice and support is requested from the local authority. However, to ensure support is fully effective and children get to reach their full potential, recommendations and strategies from healthcare professionals need to be consistently embedded into children's daily care.

- Parents are happy with the nursery and share how information is exchanged on a daily basis. An online app gives parents information relating to their child's care. Photos and observations are also regularly uploaded. Allocated key persons are known by name to parents. They comment on the information staff share with them at drop-off and collection times. However, some parents comment they would like more opportunities to be involved in their child's learning. Leaders and managers have not engaged parents in the self-evaluation process to help identify areas for development and raise outcomes even further for children.
- Staff feel well supported. They are confident in their roles and carry out their duties with enthusiasm. They work effectively as a team to support the children in their care. Discussions with staff demonstrate that they appreciate the regular supervision they receive and all the opportunities that are available to them to pursue their professional development. The manager uses observations and regular supervision to identify areas for staff training. However, there is scope to further strengthen monitoring systems to ensure new learning is incorporated into daily practice and impacts positively on children's experiences in the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently shared how they would follow local arrangements to refer children to social care if they were concerned they were at risk of significant harm. Staff's safeguarding knowledge includes how children could be at risk of extreme views or beliefs as described in the 'Prevent' duty. Gates are electronic and operated from within the setting. Areas for children are separated by doors or gates to ensure children have a safe, secure environment to play. A closed-circuit television monitor is in the office so that leaders and managers can keep an overview of the children in the setting.

What does the setting need to do to improve?

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

- provide effective support to all staff, to ensure they consistently meet the needs of children with SEND

- ensure children with additional needs have programmes and recommendations consistently incorporated into their daily care
- support parents to feel further involved in nursery life and their children's learning and development.

Setting details

Unique reference number	EY233858
Local authority	Hounslow
Inspection number	10303618
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	35
Number of children on roll	34
Name of registered person	Little Dreams Day Nursery Limited
Registered person unique reference number	RP911061
Telephone number	0208 7073984 / 07921 097848
Date of previous inspection	9 April 2019

Information about this early years setting

Little Dreams Day Nursery registered in 2003. The nursery opens weekdays from 8am to 6pm and operates throughout the year, except for bank holidays. The provider receives funding to offer free early education for children aged two, three and four years. There are eight members of staff. Of these, six hold early years qualifications ranging from level 3 to 6.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- This was the first routine inspection the nursery 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 inspector had a tour of the premises to complete a learning walk. The manager described how the environment and the curriculum are organised.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents to consider their views.

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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