

Inspection of Little Dreamers Nursery

78 Vicarage Lane, Blackpool FY4 4EL

Inspection date: 21 December 2023

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 enter happily and keenly get involved in the activities on offer. Staff provide a broad and interesting range of items and activities, which children explore and investigate with enthusiasm. Children develop useful skills for later learning in school and life. They learn to engage well and concentrate until they have completed a task. Children learn to solve problems. As they play, children can be heard saying, 'This is tricky, I'll try another way.' Staff notice when children can be challenged further. For example, a child threading laces through a board with large holes is encouraged to unthread the lace and then thread it through smaller holes. Activities, such as these, help children to develop good hand-eye coordination.

All children, including those with special educational needs and/or disabilities, make good progress from their starting points. Staff sequence learning well and build on what children already know and can do. For example, young babies use spoons to feed themselves. Toddlers getting ready to move up to pre-school, learn to use metal cutlery and cups without lids. Three-year-old children initially serve lunch at their table. They progress to serving themselves at a central area and carrying their dinner tray to their table. This helps them to prepare for the routine followed in local schools. Children are prepared well for the next stage in their education as they move up through each room in the nursery and on to school.

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

- Staff track children's progress well and identify children who may require additional support. The special educational needs coordinator is knowledgeable and works very well with staff, parents and other agencies to put specific plans in place to support children's development.
- Children develop good literacy skills. From the baby room upwards, children choose to look at books and listen to stories read by staff. They also enjoy a range of activities which help them to develop the physical movements needed for later writing. Babies make marks with their hands and wooden spoons in large trays of oats and with paint dabbers on paper taped to the floor. Toddlers make marks as they search for items in a tray of flour and older children freely draw and paint.
- Children are beginning to learn about different cultures through stories, craft activities and local visits. They draw around their hands and decorate them at Diwali. They visit the local church to look at the Nativity scene at Christmas. However, on a daily basis, staff are less skilled at helping children to understand and respect diversity and differences.
- Three-year-old children demonstrate their developing knowledge of mathematics throughout the day. They choose to count items into jars. They use

mathematical language appropriately, for example referring to their rice as 'teeny tiny' while eating lunch. A child purposefully seeks out a ruler to measure the size of his snowman painting. He then announces, 'The ruler is too small, I need another one.' This demonstrates a keen interest in numbers and an understanding of how measuring tools work.

- Children have regular opportunities to play outdoors and engage in physical activities, such as riding tricycles, climbing on the frame and playing team games with the parachute. A visiting dance teacher also leads activities, which help children to balance well and coordinate their movements.
- Children are beginning to learn how to lead a healthy lifestyle. They know to wash their hands to remove germs. They help themselves to drinks of water when thirsty. They talk about the benefits of healthy foods, for example a child says, 'I can see in the dark as I eat peas and carrots.'
- Children behave well. Staff help children to work with others and to regulate their emotions and behaviour. They follow clear procedures for handling behaviour, such as biting, so they are consistent in their approach.
- Staff and parents work well in partnership. They exchange information in a range of ways, which helps to meet children's care needs and to promote their development. Staff provide suggestions of activities to extend children's learning at home.
- The knowledgeable leadership team has a strong vision for the future of this nursery. The company training coordinator leads a clear induction and ongoing supervision process for staff. She devises and is increasingly delivering bespoke training for staff in the nursery to build on their good practice.

Safeguarding

The arrangements for safeguarding are effective.

Expectations for staff conduct are clear and procedures to check staff's ongoing suitability are followed. All staff refresh their safeguarding training regularly. Staff know the signs that may indicate a child is at risk of harm and how to report concerns. Staff are trained in safer sleep practice and ensure that babies and children are placed to sleep safely in line with safety guidance.

What does the setting need to do to improve?

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

- deepen staff's understanding of how to promote equality and diversity and prepare children for life in modern Britain
- strengthen the link between observation of practice and the support, coaching and training provided to improve staff's knowledge and skills.

Setting details

Unique reference number	2701267
Local authority	Blackpool
Inspection number	10319742
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	0 to 4
Total number of places	75
Number of children on roll	102
Name of registered person	Little Blossoms Nursery Limited
Registered person unique reference number	2521145
Telephone number	01253 764740
Date of previous inspection	Not applicable

Information about this early years setting

Little Dreamers Nursery registered in 2022. The nursery employs 26 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, fifteen at level 3 and one at level 6. One staff member has early years professional status. The nursery opens Monday to Friday from 7.30am to 6pm, all year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

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 nursery.
- The manager and the inspector completed a learning walk together.
- Two joint observations were carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- Meetings were held with the leadership and management team.
- The inspector looked at a sample of the nursery's documents including evidence about staff suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023