

# Inspection of Dreamcatcher Childcare

CMI Building, Church Road, Sunningdale, Berkshire SL5 0NJ

---

Inspection date: 13 August 2024

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are lovingly greeted by staff, who are sincerely happy to see them. This helps the children feel welcome, and they quickly focus on their chosen activity. Staff are considerate, and they offer gentle encouragement for the youngest children who are new and find the initial separation from parents challenging. This supports their personal, social and emotional development well, and they feel safe and secure in their environment. Relationships among children and staff are respectful. Staff encourage children to play amicably together. As a result, children display positive behaviour towards each other.

Children benefit from a broad and interesting range of activities that is planned effectively to promote their learning well. For example, while playing outside, staff support children to wait their turn as they line up to go on a slide. The staff promote children's role play well by discussing with them the make-believe crocodile that is waiting for them in the water at the bottom of the slide. Staff join in with children's role play and tell them that they must avoid the crocodile and move quickly as they line back up to wait their turn. Children are excited, and they laugh and rush to get back to the safety of the line with their friends. The staff ask the children if they can see any other animals in the water. They pretend that they see a hippopotamus and a fish. The staff encourage children to be expressive and creative in their imaginative play.

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

- Managers and leaders are diligent and have worked tirelessly to establish a strong team to support the children and their families. New staff receive the coaching and support they need when they start. For instance, they benefit from robust inductions, probation periods and supervision sessions. These ensure that they swiftly develop their understanding of their roles and responsibilities, which enhances the care of the children. Managers and leaders are focused on staff retention and place emphasis on ensuring that staff feel welcome and consider their well-being. This develops a culture of respect and promotes health and security for children.
- Overall, the curriculum intent is appropriate and focuses on what the children need to further develop in their learning. Managers have a clear understanding of what they want children to learn. However, there have been significant changes within the staff team, and some staff do not have a fully confident knowledge of the curriculum intent. This leads to a slight inconsistency in the support that the children receive. Despite this, all staff know children well and support them to make steady progress.
- There are effective arrangements to help children develop their communication and language and literacy skills. For example, staff encourage children to

develop a love of books by regularly reading stories to them. Their tone of voice, body language and enthusiasm as they read keeps children engrossed in the story. Staff ask the children considered questions that provoke their imaginations and thinking. They give children time to reflect and make connections between their thoughts.

- Staff manage the children's behaviour effectively by talking to them at their level, being clear and reinforcing expected behaviours. Children follow the appropriate rules and boundaries that are set, and they understand the routine well. They sit well at mealtimes and enjoy nutritious, well-balanced and healthy meals. Staff support children when they eat, and children enjoy this social time. However, staff are sometimes too quick to step in to complete tasks for older children that they are capable of managing themselves, such as feeding them and wiping their hands and faces. This is not in line with the curriculum aim to promote children's independence.
- Effective partnership working with parents is extremely important to the management team and staff. Managers are open and transparent with parents to establish professional relationships and strong communication. They continually seek the parents' views and opinions to help them maintain positive relationships and improvements. Parents share examples of the actions taken by managers and staff that have improved the care and learning that their children receive. They appreciate the value that is placed on working with parents and carers to collaboratively support their children's care and early education.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- provide further support, coaching and training for staff to fully embed their understanding of the intended curriculum
- enhance the support for children to develop their independence.

## Setting details

<b>Unique reference number</b>	EY445986
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10357233
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Dreamcatcher Childcare Limited
<b>Registered person unique reference number</b>	RP535195
<b>Telephone number</b>	01344624799
<b>Date of previous inspection</b>	25 July 2019

## Information about this early years setting

Dreamcatcher Childcare registered at its current premises in 2012. It operates in Sunningdale, Berkshire. The nursery employs 10 members of childcare staff. Of whom, one member of staff holds a relevant childcare qualification at level 6, one member of staff holds level 4 and six members of staff hold level 2 and 3. The nursery opens from Monday to Friday, for 51 weeks of the year, except bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelley Ellis

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024