

Inspection of Big Dreams Nursery

Cox Lane Community Centre, Cox Lane, Ewell KT19 9PS

Inspection date: 21 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children form positive relationships with the nurturing and caring staff and have strong attachments with them. Staff show genuine care and affection for the children and know them well. Babies snuggle into staff when they are tired. Staff talk softly to the children and help them to fall asleep peacefully. Staff working with the older children are enthusiastic and act as positive role models. They give children gentle reminders to follow the rules, such as reminding them to use their 'walking feet'. Staff have also designed an area for children to go to should they need quiet time to help regulate their emotions.

The support for children's communication and language is a particular strength of this nursery. Children benefit from a dedicated speech and language therapist working on site. Children experiencing delays in their speech and language receive prompt support and focused sessions, enabling them to make very good progress. The recruitment of staff who speak some of the children's home languages enables the provision of additional support. Staff thoughtfully plan an array of play experiences and activities. Babies enjoy many sensory experiences and explore natural resources, such as leaves and pumpkins. Toddlers join in action songs with staff and older children enjoy a range of craft activities.

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

- The support for children with special educational needs and/or disabilities is very good. Staff work in close partnership with parents and external agencies to bring professionals into the nursery to provide targeted support sessions. For example, a teacher for the deaf attends the setting to offer advice on supporting children with hearing impairments, and all staff are enthusiastically learning British sign language. Funding has been carefully considered to provide animal therapy sessions, and children delight in handling guinea pigs and chameleons.
- The management team and staff value children's views. For example, they have created a children's council in the pre-school room. These children help to make decisions at the nursery, such as what resources they would like to see in the rooms and garden. This gives children a voice and allows staff to understand what children like and dislike about their nursery.
- Staff plan interesting activities based on children's interests and learning needs. They take care to set out activities that are attractively displayed, such as small-world animal habitats, using coloured rice, foam and seeds. However, occasionally, staff do not successfully carry out what they have identified they want children to learn. Consequently, some children's engagement is not sustained to build on and maximise their learning.
- Staff understand the importance of promoting children's cultural capital and giving children experiences outside of the setting to help them to thrive. For

example, children are taken to a nearby stream to splash in the water, and they go on walks to a local adventure farm park. They go on a bus to go fruit picking and invite fire fighters to come and visit.

- Staff teach children the importance of washing their hands before they eat. Children benefit from healthy, nutritional meals and staff encourage children to drink water regularly throughout the day. However, staff do not plan well enough for outdoor play. They do not plan as well for the outdoor learning environment as they do for the inside environment, and they do not make the most of opportunities to get children outside into the fresh air and let off steam.
- The management team is very supportive in its approach towards the staff team. Staff benefit from regular supervision meetings and training opportunities. Staff praise the management team and feel valued and well supported in their roles. There is a good focus on staff well-being, with the provider making the most of a recent well-being week to boost staff morale.
- Parents are highly complimentary about the staff and management. They comment on the good communication and how accommodating the team are. The staff team thinks of many ways to support parents, such as a parent lending library, 'stay and play' sessions and themed 'support bags' to help with different changes their children may experience at home, such as new siblings or first pets.

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:

- support staff to implement the precise learning intentions of activities more effectively, so that children remain fully engaged and learning intentions are met
- support staff to develop the curriculum for the outdoor area to provide more varied and targeted learning experiences for children and to increase the opportunities children have for fresh air and physical exercise.

Setting details

Unique reference number	2784501
Local authority	Surrey
Inspection number	10367230
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	55
Number of children on roll	48
Name of registered person	JVR Nurseries Ltd
Registered person unique reference number	2784499
Telephone number	01372 238 570
Date of previous inspection	Not applicable

Information about this early years setting

Big Dreams Nursery registered in 2024 and is situated in Ewell, Surrey. The nursery is open for 51 weeks of the year, Monday to Friday, from 7.30am to 6pm. There are 14 staff employed to work directly with children, of whom 12 hold a relevant childcare qualification. The nursery provides government-funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Nicky Hill

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and engaged with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and manager carried out a joint observation of a group activity.
- The inspector spoke with the manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.

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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