

Dreammaker Day Nursery

65 Cartwright Street, London, E1 8NB

Inspection date	18/12/2012
Previous inspection date	08/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are provided with healthy, balanced and nutritious meals that are cooked on the premises. They have access to fresh air every day, which supports their good health and well-being.
- Children who are learning English as an additional language make progress in their language development as staff use key words in children's home languages to build children's confidence.
- The key person system for the youngest children works well, so babies are happy and secure.

It is not yet good because

- Although children make progress in their learning, staff do not assess children in relation to their starting points, to effectively inform planning for children's interests and learning styles.
- Children do not have adequate resources to allow them to develop their imaginative play through small world resources and have limited access to books. In addition, there are few suitable outdoor play resources.
- Systems to evaluate the provision do not always identify weaknesses, such as the organisation of some routines and behaviour management in the toddler room.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all three play rooms and outside.
- Information about the inspection held discussions with some staff, the Manager and the Deputy Manager.
- The inspector talked to parents as they collected their children.
- The inspector looked at a sample of the children's observation and assessment records and planning documentation
- The inspector reviewed evidence of the suitability of the staff, risk assessment, accident records and other documentation in relation to health and safety checks.

Inspector

Sue Mann

Full Report

Information about the setting

Dream Maker Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two separate sites that are linked by a public courtyard in Wapping in the London Borough of Tower Hamlets, and is private owned. The nursery serves the local area and is accessible to all

children. There is a fully enclosed area available for outdoor play.

The nursery employs 18 members of child care staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 36 children attending who are in this age group. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes for understanding the world and literacy by;a) providing a range of small world resources for children to engage with and b) providing a greater variety of books, both factual and fiction to allow children a greater choice to read and look at
- observe children from the outset to understand their starting points, level of achievement, interests and learning styles, and to then plan challenging learning experiences for each child reflecting those observations.

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

- enhance children's understanding of behaviour and the consequences of their actions by encouraging staff to give clear and consistent explanations of why certain actions and activities are not appropriate
- develop some routines, such as tidy up time and mealtimes, to ensure that children can understand the timescales and to allow them to enjoy the social experience of mealtimes
- ensure that garden areas are well-resourced and offer children a range of physical experiences for them to develop their gross motor skills
- improve systems for self-evaluation to identify priorities and set challenging targets for improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Overall, children enjoy their time at nursery. Staff in the baby room and pre-school room support children to enjoy their learning and development. The babies enjoy lots of action rhymes and songs. They show their enjoyment through clapping their hands and moving their bodies. Staff praise and encourage the babies to join in. Children join in singing 'wind the bobbin up' and performing the actions. However, children in the toddler room are not supported as well, and as a consequence, they are unsettled at transition times. Some children do not have enough resources to allow them to explore all seven areas of their learning and development. Resources such as small world play which support children's imaginative and their understanding of the world are limited. This means that children are unable to engage in imaginative play based on their own first hand experiences.

In the pre-school room children learn to negotiate as they are encouraged to take turns as they spin on a disc. A member of staff continually praises them and encourages them to all have a go and see if they can spin fully around. She encourages the children to decide to take turns and to decide who goes in what order. Staff provide opportunities for children to express themselves creatively by experimenting with building blocks. At the painting easel children enjoy using colours and making marks, practising early writing skills. They use the colours and brush over them in the same place, and are fascinated as the colours gradually change.

Staff perform observations of the children, but do not always assess the observations effectively. Consequently, the next steps in children's learning and development are not always effectively identified. Planning shows how the nursery supports children's emerging interests, but there is little differentiation. This results in plans for children not offering sufficient challenges, especially for the older and more able children. Some information about children's starting points for children are recorded on child record forms. However, as initial assessments are not carried out, it is not apparent how much progress children have made in the nursery or whether they are ready for the next stage of their learning or school.

Children with English as an additional language are supported as staff ensure that they learn some key words and phrases to help support the children whilst at nursery.

The contribution of the early years provision to the well-being of children

Overall, children enjoy positive relationships with their key workers, as the babies know who to turn to for reassurance and a cuddle. Pre-school children enjoy playing with their key persons, who support them in new challenges. Staff take time to settle children into the nursery the beginning of any new care arrangement, which helps children to settle into the new surroundings. A behaviour policy is in operation at the nursery. However, staff do not always use appropriate distraction techniques to resolve any unwanted behaviour. For example, children in the toddler room do not have enough activities or resources to ensure that they are fully occupied and this leads to unwanted behaviour.

The toddler room has a lovely snug book area, which is furnished with a sofa and lots of cushions which creates an area in which they can relax, or enjoy a story with their key person. However, the selection of books is limited, which does not give children much of a choice or allow them to understand that information can be relayed within factual books. The other rooms also have limited books. The nursery is decorated with lots of examples of the children's work in all the rooms, and the corridors. This allows children to see their work is valued.

Children are able to develop an understanding of the importance of a healthy diet, as all food provided is healthy, balanced and nutritious. Children enjoy a selection of fresh fruit at snack times. The nursery employs a cook who prepares and cooks all the meals, taking into account any dietary or cultural requirements the children may have. The menu displayed shows that children are provided with a good range of balanced meals, including chicken, potatoes and vegetable which they enjoyed on the day of the inspection. Fresh drinking water is available for all children to ensure that they are able to get a drink if they are thirsty. Transitions into mealtimes in the toddler room are not well organised and leave children unsettled, For example, some children are able to eat their lunches, while other are still waiting to have their hands washed.

Children have opportunities to learn how to protect themselves in the event of an emergency as they practice regular fire drills. The nursery has a buzzer and key code entry system which ensure that entry to the nursery is monitored. Staff that are in the baby room, which is located on the other side of a public courtyard, also, have a telephone which connects them to the other building. This means that they can call for assistance and support if required. Suitable daily checks ensure that the indoor environment is safe for the children to play in. However, recent wet weather has meant that resources in the garden area are under water, muddy and uninspiring for children.

The effectiveness of the leadership and management of the early years provision

Staff have attended safeguarding training which helps to ensure that they know what to do should they have a concern about a child. Suitable written procedures are in place to safeguard children. The nursery has a range of policies and procedures in place, which they are currently reviewing to ensure that they are up-to-date with current legislation.

Self-assessment is used by the manager and staff to identify areas for development, although it does not sufficiently identify all the areas that need improvement. The views of the parents and children are also collected through questionnaires and verbal feedback. Staff have regular opportunities for regular training and staff appraisals, which are held monthly.

Staff have formed good relationships with the parents. Parents comment that they are happy with the verbal and written feedback they get when they collect their children from the nursery. One parent commented that she liked the extended opening hours that the nursery offers. Staff have the support of the local early year's advisor from the borough

and also with external professionals such as speech therapists. This ensures that the staff are able to access support and guidance when required.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY289657
Local authority	Tower Hamlets
Inspection number	894011
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	113
Number of children on roll	36
Name of provider	Fortune Nurseries Limited
Date of previous inspection	08/09/2011
Telephone number	020 7480 7166

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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