

Inspection of Dream Catchers Play House

Kenarth, Court Lane, Drayton, Portsmouth PO6 2LG

Inspection date: 25 March 2025

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

Staff welcome children into this safe and nurturing environment. They make sure children are happy and support them to settle. For example, staff welcome young children with bubbles and sing while having cuddles. Children have strong bonds with their key person. Older children confidently enter the nursery and look forward to their day. They independently self-register themselves and put their belongings away. All children are happy to be attending this nursery.

Children behave well overall, particularly during large group times. Staff gain their attention well and keep them focused. Children follow routines and understand the structures of the day. For example, staff lead a 'wake and shake' session followed by circle time. They enthusiastically join in with songs and actions. Staff ask children questions which they answer with ease. Children have good listening and attention skills.

The managers have created their curriculum based around the seven areas of development and children's interests. Staff plan topics that children are interested in, such as dinosaurs and countries around the world. Within this, they implement activities to support children's individual learning and development needs. This makes a significant impact on children's development. Staff then challenge their learning further. For example, children have been learning how to recognise and write letters and numbers.

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

- Staff feel extremely supported by their management team. They meet regularly to discuss their well-being and how they can support them in their role. Managers reflect on staff's practice and provide support. They make regular changes to the environment to benefit the children's experiences. For instance, one room has been recently changed into a messy room to support children's creativity skills. Staff undergo relevant training to keep their knowledge up to date.
- Staff promote communication and language development through a range of approaches. They teach the children nursery rhymes and discuss rhyming words. For example, children know that 'cat', 'rat' and 'hat' rhyme. Staff model rich language and ask children questions to further their knowledge. Children show good understanding skills and respond instantly. From babies to preschool, they sing the same welcome song and days of the week song. Through constant repetition children learn the language in the songs. Children communicate well with their peers and adults.
- Children have many opportunities to extend their physical development. Outside they climb, balance and move in a range of different ways on large equipment.

Children do this with ease and confidence, demonstrating they are happy to take risks. Staff also provide opportunities for children to develop their fine motor skills. For instance, older children manipulate play dough using a range of one-handed tools, while younger children push vehicles along tracks and through shaving foam. Children move confidently and show strength in their hands.

- Children have a positive attitude towards their learning and look after the equipment provided. Staff mostly support children well to remember the 'golden rules', but at times this is not consistent. For example, staff do not always support children to practise good manners, such as saying 'please' and 'thank you'. On occasion, therefore, children do not consistently show respect towards others.
- Staff support children with special educational needs and/or disabilities and children with English as an additional language well. They use their knowledge and experience to help identify children's needs. Staff work together to plan small achievable targets for these children. The nursery provides support for families from disadvantaged backgrounds. Staff use funding to support those children's needs. For example, managers buy uniform and cover transport costs. All children are making good progress in their learning and development.
- Staff promote a love for reading. They provide a library of books that children can take home with them. Children look at books carefully and ask their adults to read them. Every day they get a choice on what book they would like to hear for group time. Staff encourage children to voice their choice and to listen to others. This teaches children about British values.
- Staff incorporate maths in every part of their learning. They encourage children to count regularly, problem solve and even estimate. For example, staff ask the children to estimate how many children there are all together. They then count the number of children, one at a time. Staff ask the children if that is more or less than ten. Children have good knowledge of mathematical concepts.
- Staff communicate with parents well. Parents are aware of where their child is in their development and what they could do at home to support this. Staff provide parents with a lot of information when their child begins to support the settling in process. The nursery also works with the local school to ensure school readiness for the children. Partnerships with parents and schools are strong.

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 more consistently help children develop good manners and demonstrate high levels of respect for others.

Setting details

Unique reference number	2717557
Local authority	Portsmouth
Inspection number	10388546
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	30
Number of children on roll	56
Name of registered person	Dream Catchers Childcare Ltd
Registered person unique reference number	2591978
Telephone number	07368222965
Date of previous inspection	Not applicable

Information about this early years setting

Dream Catchers Play House registered in 2023 and is located in Drayton, Portsmouth. The nursery employs nine members of staff. Of these, six hold appropriate early years qualifications. The nursery is open from 7.30am to 4pm, Monday to Friday, all year round. The nursery provides funded early education for children aged nine months to four years old.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- The nominated individual and manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The nominated individual and the inspector carried out a joint observation during a large group time.
- The inspector spoke to parents and read feedback during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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