

Inspection of Dream Catchers playschool Cosham

The Presbytery, St. Colmans Avenue, Portsmouth PO6 2JJ

Inspection date: 11 July 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children receive support from the enthusiastic staff. They learn about their local community and enjoy outings, where they meet people who help us, such as the postman. Staff broaden children's understanding of the wider world. For instance, children are keen and eager to sing a familiar song about continents. They know and remember the words and some children smile with pride as they perform to their friends.

All children show, through their enjoyment, that they feel safe and secure in the setting. The youngest children actively seek to share experiences with familiar adults, bringing over their chosen toys to engage with them. Staff respond well by engaging in conversation, which effectively supports children's communication and language development.

Children understand and respond positively to the setting's rules and boundaries. Staff maintain consistent expectations for behaviour, which contributes to a calm and respectful environment. Children proudly share their knowledge of the golden rules, such as using 'kind hands' and finding solutions when they and a friend want the same toy.

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

- The manager demonstrates a clear vision for the curriculum, supported effectively by senior leaders. They work together to implement improvements to enhance the provision. For example, since their last inspection they have made purposeful changes to the learning environments, which is having a positive impact on how all children engage in learning experiences.
- Children are encouraged to make choices about their play, and staff adapt their teaching and deployment to meet the children's needs. Staff are readily available to support and extend children's knowledge and skills. For example, when children connect cubes and discuss their length and weight, staff further develop their learning by encouraging them to measure and compare sizes with their peers. This teaching helps to deepen children's concentration and understanding.
- Leaders are reflective and promote open dialogue with staff, creating a positive team morale. However, there is limited focus on offering targeted professional challenge or setting ambitious goals to further develop and stretch staff practice.
- Staff work collaboratively to establish a consistent routine that meets the individual needs of all children. Those with special educational needs and/or disabilities (SEND) are particularly well supported through staff interactions and, at times, the use of visual aids. As a result, children show confidence in the routine, they move happily between activities that interest them and readily seek

help when needed, including for personal care, such as toileting.

- Staff working with the youngest babies know them well and build strong, nurturing relationships. As a result, babies feel confident in their surroundings and are increasingly able to express their views and preferences. However, there are occasions when staff do not respond promptly to babies' non-verbal cues or behaviours. For example, some babies are required to wait for their peers to finish snack time before engaging in play, which can result in unnecessary delays and impact children's behaviour.
- Staff use many opportunities to incorporate music into children's learning. This has a positive impact on children's communication and language, early literacy skills and their overall enjoyment and well-being. For example, children are extremely motivated to participate in activities like 'Music and Movement' sessions, and the 'Wiggle Song'.
- Children develop secure relationships with staff, who support their emotional security and resilience. Children understand and follow staff's expectations and often encourage their peers to do the same. For example, listening to others when they are talking.
- Leaders and staff work with other professionals to ensure information is shared effectively in support of children's learning and development. This is especially impactful for children with SEND. Recently, they have worked closely with schools to support children as they prepare for the next stage in their learning journey.

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:

- sharpen the focus of staff supervisions to identify professional development opportunities to further improve their practice
- help staff recognise and respond swiftly to young children's non-verbal cues to support positive behaviour.

Setting details

Unique reference number	2724152
Local authority	Portsmouth
Inspection number	10379701
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 5
Total number of places	32
Number of children on roll	47
Name of registered person	Dream Catchers Childcare Ltd
Registered person unique reference number	2591978
Telephone number	07368222965
Date of previous inspection	21 November 2024

Information about this early years setting

Dream Catchers playschool Cosham registered in 2023 and is located in Cosham, Portsmouth. The nursery employs six members of staff. Of these, four hold appropriate early years qualifications. The nursery is open from 7.30am to 4pm, Monday to Friday, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- The inspector, manager and area manager carried out a Learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- One joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and two year progress check.
- A leadership meeting was held with the inspector, manager and nominated individual.

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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