



## Little Dragons

Inspection report for early years provision

<b>Unique Reference Number</b>	EY263914
<b>Inspection date</b>	07 July 2005
<b>Inspector</b>	Tracy Bartholomew
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<b>Registered person</b>	Berkshire Healthcare NHS Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Little Dragons opened in 2002. It operates from a purpose built building in the grounds of The Berkshire Healthcare NHS Trust premises. Places are available to the public but priority is given to NHS workers. The nursery is situated near good bus and road links.

The provision is registered for 58 children. This includes 19 funded three and four

year olds. The setting supports children with special needs and children for whom English is an additional language.

The nursery is open five days a week excluding public holidays but closes for a period at Christmas. The nursery opens 07:00 am - 18:30 pm week days.

There are 17 members of staff work who with the children. Fifteen staff have early years qualifications to NVQ level 2 or 3. One member of staff is working towards a recognised early years qualification. Twelve staff have first aid training.

The setting receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children benefit from the large playrooms providing them with good space to develop walking and coordination skills. Young babies have room to manoeuvre and access large cushions and activity equipment with space to develop their walking skills using push along toys and buggies as they manoeuvre round obstacles like tables and mats.

Children enjoy healthy snacks and home cooked meals throughout the week, including fruit and breadsticks. Older children are able to self-select their own quantities for mealtime, which allows the children to develop good co-ordination skills. Drinking water is available, although children can ask for a drink at any time. Children play and are looked after in a hygienic environment. Any accidents are dealt with by adults wearing gloves, likewise nappy changing, so that the risk of cross infection is minimised.

Children are beginning to understand good hygiene practices. They are aware of the need to clean their hands after being to the toilet and before lunch. However, staff do not ask the children to wash their hands before snack after playing in the garden.

Children enjoy physical activities. They participate enthusiastically in action rhymes. Outdoors they like to ride on bikes and in cars. Older children show increasing co-ordination and control when playing and taking part in running games.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. The premises is suitable for its purpose with access to large and welcoming rooms incorporating children's work and displays.

Information boards are available throughout the facility for parents, providing

information on activities, general notices and types of activities the children play and learn from.

Children enjoy a selection of activities in a bright welcoming environment. They benefit from the large spacious rooms enabling them to move around and develop their physical and coordination skills.

Children can safely access a wide range of resources set out around the nursery. Toys are appropriate for their age and checked regularly for safety. Children enjoy moving freely around the large space. Children are secure through the use of a door code and bell at the main door. They can play safely in a fenced off outdoor area. Children are becoming aware of fire safety through taking part in frequent fire practices.

Staff protect the children's well being as they have a clear understanding of child protection; this enables them to ensure that the children's welfare is well catered for.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy within their environment. They arrive happy to take part in all activities. Their development generally is promoted through a range of appropriate resources and activities. Staff and children have good relationships; most staff effectively meet the needs of the children, to enable the children to develop high self-esteem.

Children benefit from the staff's awareness of birth to three matters. They are becoming competent learners as the staff give the children opportunities to make choices of objects to investigate and use their senses to explore their environment e.g.. tactile toys and messy play. The children are generally contented and settled throughout the nursery, enjoying their time at the setting. The children are eager and interested in the activities offered to them; they have the opportunities to self select in arts and craft, imaginary play and the use of books.

Nursery Education.

The quality of teaching and learning is good.

Staff meet together to plan the educational programme within the six areas of learning. Children's progress towards the early learning goals is monitored, with plans evaluated. Assessment records are used to guide future planning. Staff make use of individual education plans to meet the needs of children with special educational needs, in liaison with parents and other professionals. They interact with children during play, encouraging them and asking questions. There is a sufficient variety of activities to stimulate the interest of younger children. However, outdoor play is not fully incorporated within the foundation stage.

Children become very involved in their play, particularly role play in various situations. They concentrate well when taking part in creative activities. Children have

good opportunities to explore mark making and are skilful at writing their names. They recognise numerals on the weather chart and count how many children are present at register time.

Children are generally well behaved, are beginning to share, take turns and have consideration for each other. Their self-esteem is developing through praise and encouragement from staff.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children receive appropriate support from adults; they respond well to staff and look to them for opportunities to feel secure. Children show a sense of belonging as they join in singing, and they are becoming aware of cultural diversity as they learn about different festivals, such as Chinese New Year. Children's spiritual, moral, social and cultural development is fostered.

Children feel included in most activities, but are at times left out when the activities is structured. Children are increasingly aware of the need to share and take turns. Children ensure they are generally well behaved; they take turns and show equal concern for others.

Children benefit from the open relationships the staff have with their parents - parents receive daily discussions on their child's day; this includes routines and developmental milestones. Parents receive good information displayed within the setting and through newsletters, posters and information sharing with staff.

The quality of the partnership with parents and carers is satisfactory. Parents receive information about the provision and are aware that they can talk to staff at any time about their children's progress.

Parents have a supply of useful information on the Foundation Stage. However, there is no formal procedure in place for parents to be made aware of their children's progress in nursery education. All the necessary information about the care children receive, is exchanged with parents so that their individual needs can be met. Parents are encouraged to help during outings and through planning i.e. bringing ideas in from home. They are happy with the provision and particularly with staff's attention to children's needs.

### **Organisation**

The organisation is inadequate.

Although the children's care needs are met, inadequate organisation has an adverse effect on the children's wellbeing. The children benefit from qualified and skilled staff, however the adult to child ratio is not always maintained and does not positively support children's care learning and play. Group sizes and staff deployment do not consistency contribute to children's good health, safety and enjoyment within the setting.

Policies and procedures are in place, however the manager does not ensure, that the staff always follow these, for example when dealing with significant incidents. This has an adverse effect on the children's well being whilst at the nursery.

Nursery education.

The quality of leadership and management is satisfactory.

Staff monitor and evaluate the curriculum planning to ensure all areas are covered, however this is not monitored by the manger, resulting in gaps in the children's learning continuing to go unnoticed.

There is no formal procedure to motivate staff with regard to staff development, appraisal and training are not currently undertaken. As a result, staff are limited from progression.

The provision does not meet the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

The last inspection recommended that the nursery should improve procedures for parents to access the complaints statement and to increase the range of activities and resources that promote positive images of culture, ethnicity, gender and disability.

The nursery has made improvements in relation to parents access to information including the provider's complaints procedure. They have purchased additional toys and resources to positively promote cultures and ethnicity.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- develop and implement an action plan that details how staff ratios will be met at all times.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop outdoor play facilities to enable children to have free flow activities indoors and out.
- formalise procedures for staff supervision, training and appraisals to enable staff to meet the needs of the children effectively

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