

# Little Dragons Nursery and the Dragon Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY307471
<b>Inspection date</b>	30/09/2008
<b>Inspector</b>	Peter Isherwood
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Little Dragons Nursery and the Dragon Club opened in 2006. It operates from a modular building within the grounds of Pattishall Primary School and also from rooms within the school, during out of school hours. It is situated in the village of Pattishall, Northamptonshire. The provision operates throughout the year except for bank holidays and opening hours are Monday to Friday from 08:00 to 18:00. Children have access to an enclosed outdoor play area.

A maximum of 52 children may attend the day care at any one time when all space is available and 28 may attend the nursery unit only. There are currently 52 children on roll, including school age children. Of these, six are funded three-year-olds and two are funded four-year-olds. The setting supports children with additional needs. This provision is registered on the Early Years Register and the compulsory and voluntary Childcare Register.

The setting employs 12 members of staff, some of whom are part-time. Of these three are teachers and eight hold early years qualifications. The group holds National Day Nursery Association and Pre-School Learning Alliance membership

## Overall effectiveness of the early years provision

Little Dragons Nursery and Dragon Club give children in the Early Years Foundation Stage (EYFS) good and, at times, outstanding provision. Parents comment about the safe and welcoming environment and feel that they are really fully involved as partners in their children's learning. Staff are well qualified and regard children as unique individuals with particular needs. Planning meets these needs effectively and ensures that all children are fully included. A particular strength is the way the outside environment is successfully used to develop the children as active learners. Adults ensure that children benefit from a wide range of purposeful and exciting activities but there are too few opportunities for children to use information and communication technology (ICT) to develop their learning. Managers evaluate what they are doing to improve the provision but this is not always related clearly enough to the impact on improving children's learning.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- recognise the value of continuous quality improvement and how it impacts on children's achievement
- give children more planned opportunities to use ICT to develop their learning.

## **The leadership and management of the early years provision**

Managers at Little Dragons and the Dragon Club are very committed to ensuring that the children in their care receive good opportunities to learn and develop and they provide high standards of care. Children's welfare is of paramount importance. They are well protected because of the rigorous safeguarding policies put in place. The recruitment and vetting procedures ensure that children are as safe as possible. There is regular good quality monitoring of procedures to ensure that improvements are made whenever necessary. The provider has made adaptations to ensure recommendations about toilet facilities and laundry facilities have been addressed satisfactorily but further improvements are planned. All necessary policies required by legislation are in place.

Well qualified and enthusiastic staff work well together to ensure that the requirements of the EYFS framework are effectively met. There has been outstanding progress in addressing the recommendation to develop systems so that parents are partners in their child's learning. Relationships with parents are excellent. Parents feel fully involved in their children's learning. The use of 'Day Books', discussion with key workers and 'learning packs' for home use make parents feel that they are partners in the development of their child's learning. Close links with the local school and a wide range of other agencies ensure that the needs of all children including those with additional needs are effectively met.

There is a commitment to improve the provision. At present, self evaluation is informal. The managers at the setting recognise that their monitoring needs to be more evaluative and recorded in such a way that it is clear to all what impact actions are having on improving children's learning and welfare.

## **The quality and standards of the early years provision**

Children are provided with good opportunities to help them make progress across all the areas of learning and development. Planning is of good quality and is matched well to both the age level and individual needs of the children. Planning is evaluated and these evaluations are used by the staff to move children on to the next step. Occasionally, the evaluation relies too much on the adults' personal knowledge and does not explain clearly enough what needs to be done to move children on. Adults recognise the uniqueness of the individual child. Staff effectively use information supplied by parents as a starting point to develop programmes. Observation is used well to ensure that the child is making progress.

Staff relate excellently to children and the constant interactions develop an understanding of spoken language and listening skills. The youngest children are encouraged to explore their environment from the moment they arrive in the nursery. Age-appropriate equipment placed on the floor, and adults who get down to be on the same level as the children, have a large impact on developing children's learning. Older children are starting to co-operate with each other. Children develop their independence skills well by making choices about the many good quality activities in the room. The use of pencils to 'mark-make' has a

positive impact on developing pre-writing and pre-number skills. Children start to handle books and they play with a good range of toys. There are insufficient opportunities for children to investigate by using Information and Communication Technology (ICT).

By providing substantial and healthy meals, the setting ensures that children learn about healthy eating. Children of a very young age learn how to use cutlery correctly and safely, when eating breakfast and lunch. Staff allow children to develop independence skills, while keeping a very watchful eye on them at the same time.

Play and exploration are very purposeful and are effectively related to age and individual need. There is outstanding use of the outside environment to develop all aspects of the children's learning. Little Dragons staff are rightly very proud of their status as a 'Nature Nursery' and their work with the 'Forest School' project. Children with additional needs receive good quality support and are fully included and, as a result, make good progress in their learning. Behaviour is well managed. Children very quickly understand what is expected of them because of the consistent approach by all the adults in the setting.

There is a safe environment and children are taught to take care when they are both in the setting and when they go outside, for examples on walks. Equipment is well matched to the age and needs of all children

Those children who attend the Dragon Club benefit from using further resources including classrooms, a computer suite and large outside play area. The handover procedures are good. Keen, good quality staff ensure that the EYFS children benefit from relationships with older children who act as good role models. For older EYFS children there is good preparation for the next stage of education.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.