

Little Dragons

Inspection report for early years provision

Unique reference number EY263914
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Type of setting 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 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 opened in 2002 and is on the Early Years Register and compulsory part of the Childcare Register. It operates from a purpose built modular building in the grounds of the Berkshire Healthcare NHS Trust premises in Reading, Berkshire. 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 on one level and has facilities to accommodate disabilities. The nursery has an outside play area for the children to access. A maximum of 62 children in the early years age group may attend the nursery any one time. The nursery operates every week day from 07.00 to 18.00, all year round, but closes for a period over Christmas.

There are currently 87 children on roll; of these, 22 children receive funding for nursery education. The group serves the local community and currently supports children who speak English as an additional language and children with learning difficulties and disabilities.

The nursery employs 19 staff and all hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff are committed to attending further childcare training and development courses, helping them to reflect, monitor and improve the quality of the care and education they offer to all children. Staff work well as a team and clear communication and guidance allows them to provide a stimulating, safe and well-balanced programme for all the children. All necessary documentation is in place, well maintained and contains sufficient detail to promote children's well-being and safety. Relationships with parents are strong, promoting continuity of care and learning for their children.

What steps need to be taken to improve provision further?

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

- make sure all activities are sufficiently adapted and differentiated to meet all children's needs
- continue to develop the outdoor curriculum
- continue to develop systems to ensure child-initiated activities are recorded and evaluated fully to inform future planning

The leadership and management of the early years provision

Children are kept safe due to good safety measures in place. The fingerprint recognition system used to enter and exit the nursery ensures that the premises are very secure and prevents unwanted visitors gaining access. Staff deployment is very good and ensures children are well supervised and safe at all times. Children

and staff have a good understanding of the procedures to follow in the event of a fire because these are regularly practised. There are annual appraisals that identify training needs and staff are encouraged to enrol on relevant courses which they cascade to team members during team meetings. This supports staff in their role and ensures they have the latest and most relevant information available. Staff self-evaluate the provision and have positive attitudes to improve their practice.

There are regular risk assessments specific for the setting both indoors and out that enable staff to identify and quickly address any potential hazards. Daily checks are also completed to maintain this high standard of vigilance. Very young children and babies can crawl and learn to walk in a child-friendly environment, with soft furnishings and sufficient space to move around comfortably. Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. Staff receive clear information regarding the signs and symptoms of abuse and attend regular training. This supports children's welfare. Robust vetting procedures ensure that staff working with the children are suitable to do so. Persons not vetted are not left alone with the children. This safeguards their well-being.

Day books for young children ensure continuity of care and staff respect parents' wishes. This enables them to meet individual needs regarding routines. Relationships with parents are friendly and supportive. Parents feel welcome and staff encourage them to become involved with their child's learning and development. Staff ensure parents know how their children are progressing through regular discussions and during parents' evenings. Parents' comments regarding their child's learning are valued and utilised to inform future planning needs. Staff have good systems in place to work with other professionals and build up links with other settings children attend.

The quality and standards of the early years provision

Children are confident and competent learners. They respond positively to staff, who are attentive to their needs. The children's behaviour is good and they have good social skills, such as sitting down to eat and lining up to go outside. The curriculum is full and varied inside and plans for developing this curriculum to incorporate outdoors learning is working progress. Outdoor play is very busy and at times chaotic with so many options available for the children that they do not always engage sufficiently. Staff recognise the uniqueness of each child and value their differences, although not all activities are sufficiently adapted to fully include all the children at all times. Children increase their large motor skills with activities inside and outdoors. They control their bodies well during the dancing activity when they hop and jump, bounce on the hopper and in the jumperoo, kick footballs and pedal bikes. Children explore different materials such as dough, sand, flour and water. Staff's interaction during activities helps to engage children and extend their learning. Staff ask effective questions to help them think.

Staff have a very good understanding of how children develop and learn. They plan a range of activities based on real life situations that help children progress in all six areas of learning. However, child-initiated activities are not always

accurately recorded to inform individual planning needs sufficiently. Children enjoy participating in singing sessions and match actions to rhymes. Children are recognising their bodily needs and access their water when they are thirsty and after physical exercise. The environment is clean and tidy and children receive good support to develop good personal hygiene. All staff hold a current first aid certificate and the first aid boxes are easily accessible. This means they can give appropriate care if there is an accident. Children benefit from a healthy diet, where dietary needs and religious requirements are catered for. They enjoy nutritiously balanced meals prepared onsite. Children and babies have easy and safe access to toys and resources that are stimulating and suitable for their age and stage of development.

Children benefit from outings to the local community and visitors to the group. The setting encourages parents to share their culture with the other children and some cook traditional foods to celebrate festivals. This helps to build up children's understanding of the wider world. Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. Children communicate well with others and staff respond positively to their views, gurgles and gestures.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

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

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Annex B: the Childcare Register

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

Met