

# Little Dragons Pre-school

Inspection report for early years provision

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**Unique reference number** 146029  
**Inspection date** 11/01/2010  
**Inspector** Penny Wood

**Setting address** Village Hall, Ogbourne St. George, Marlborough, Wiltshire,  
SN8 1SU

**Telephone number** 0785 5026083

**Email**

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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*.

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## Description of the setting

Little Dragons Pre-school opened in 1984. It operates from the village hall in Ogbourne St George, near Marlborough in Wiltshire. There is an enclosed garden available for outdoor play. The pre-school serves the local rural area.

The pre-school opens five mornings a week during school term time only. Sessions operate from 9.15am until 11.45am. Children may attend an optional lunchtime session each day from 11.45am until 12.45pm. The pre-school is registered to care for a maximum of 16 children from 2 years to the end of the early years age group at any one time. There are currently 21 children aged between two and four years old on roll. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four members of staff to work directly with the children; of these, three hold a suitable childcare qualification and one is undertaking a relevant training course. The pre-school is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are keen and eager participants within the group and confidently explore all areas of the setting. Staff work effectively as a team and deploy themselves effectively to ensure all children participate. Effective strategies are in place to ensure children make good progress within their development according to their individual abilities. The group benefit from a dedicated committee who play a proactive role in the management of the group. Children benefit from the strong links with parents and the local community, with effective strategies in place to ease children's transitions to school. Good strategies are in place to promote continuous improvement and the recommendations from the last inspection have been addressed well.

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

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

- further develop strategies to encourage parents to extend children's learning at home
- review large group activities to ensure all children participate and remain focussed.

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

Children are safeguarded because the group have robust systems in place to ensure staff are suitable to work with children. Staff have a secure knowledge and

understanding of the child protection policy and the procedures in place, which protect children from harm. Risk assessments are regularly reviewed to ensure the premises are safe for children. Staff ensure safety procedures are effective, for example, they regularly practise the emergency evacuation procedures. Children enjoy access to a good range of resources, which are checked daily by staff to ensure they are suitable for children's use.

Good procedures ensure staff are fully aware of their role and responsibilities. A consistent staff base ensures continuity of care for children. Staff utilise space well, ensuring children enjoy room to move freely between activities. Documentation and children's records are well maintained and shared with parents to ensure they remain informed of events at all times. Children benefit from the strong partnerships with parents, a large proportion of which play an active role within the management of the group. Parents talk highly of the opportunities their children experience and comment on the warm welcome they receive from staff. Good strategies ensure parents are informed of children's development and progress, particularly through written summary sheets and regular discussions. However, staff do not share ideas with parents on how they may extend children's learning at home. Very good strategies are in place to prepare children for their move to school, with strong links formed with the local primary school. The group have developed good links with the local community, with visitors, such as the police, often welcomed into the group to talk to the children.

Inclusive practice is promoted well and as a result, children's welfare needs are met. Good partnerships have been formed with external agencies to ensure children benefit from further support as required. Staff move effectively to ensure all children engage in activities and play opportunities. Children who speak English as an additional language are making progress within their acquisition of the English language, which is promoted well through partnerships with parents and carers. Children benefit from good opportunities to develop their understanding of diversity. For example, they celebrate a range of festivals throughout the year, with adults being welcomed into the group to share their personal knowledge of a variety of different cultures with children.

Good procedures are in place to ensure the group strive for improvement, with new initiatives being periodically implemented within the daily routines in order to enhance children's experiences. Staff work in partnership with their advisory teacher and development worker to ensure practice is regularly reviewed and amended as required. Weekly meetings ensure all staff play an active role within the group. Management have a clear insight into the strengths of the group, with good systems in place to evaluate their provision.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from the good range of activities and play opportunities they enjoy. The introduction of new experiences throughout the session ensures children are busy and remain engaged. The planning system, which covers all areas of learning, ensures children enjoy a good balance of adult-led and child-

initiated opportunities. The planning of activities is fluid and staff provide children with opportunities that are based on their interests at the time. For example, following recent snowfall, staff provided children with opportunities to make snow bricks with a range of empty containers. Children enjoyed experimenting with the snow and independently filled their pots using their hands and spoons, and showed obvious pleasure when they emptied them to discover their individual bricks.

Children benefit from the level of support they receive from staff, with high levels of praise given to children, which boosts their confidence and self-esteem. During activities, children are challenged according to their individual abilities. For example, when using scissors, staff are aware of when to encourage children to cut independently and when children require support. Children are developing good friendships with each other. For example, they play well and enjoy coming together for large group activities. However, during the large group activities, at times the younger children become a little restless due to the length of the activity and their reduced attention span. Small group activities are very successful, with children being keen participants. For example, they enjoyed identifying the starting sound of different objects pulled out of a box and placing different pictures on numbers as requested by a member of staff.

Children are developing a good understanding of how to keep themselves and others safe. Staff reinforce behaviour rules, such as children using their 'walking feet' and not running within the hall. Children respond well to staff and clearly feel secure within the group, with staff offering reassurance when required. They enjoy a social snack time, where they sit together chatting, whilst eating a healthy snack of fresh fruit. Staff seize spontaneous opportunities, such as snack time, to extend children's learning by encouraging them to count the number of plates required. Children willingly wash their hands as part of the daily routines, particularly before eating, which reduces the spread of germs and infections. Staff ensure children enjoy opportunities to be physically active, both indoors and out in order to promote healthy lifestyles.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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