

Green Dragon Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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.

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Description of the setting

Green Dragon Nursery was registered in 2009. It operates from two rooms in a purpose built house in a residential area of Winchmore Hill, in the London Borough of Enfield. A maximum of 20 children may attend the group at any one time. There are currently 13 children on roll. The pre-school opens each weekday between 8am and 6pm throughout the year. The children have access to a secure, enclosed, outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting employs five staff, all of whom have relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive setting. Strong partnerships with parents and a good knowledge of each child's needs mean that staff provide all children with appropriate support. This helps children make good progress in their learning. Staff regularly reflect on the service they provide and take action to address any areas for improvement. This ensures the provision is responsive to the needs of the families who use the service.

What steps need to be taken to improve provision further?

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

- further develop systems of planning to reflect all areas of learning and include learning intentions which identify specific areas in children's development.

The effectiveness of leadership and management of the early years provision

Policies and procedures necessary to safeguard children's welfare are well-written and implemented effectively by all staff. Vetting procedures ensure that all staff working with children are suitable to do so. Documentation relating to children's individual needs and care routines is well-maintained. Written risk assessments are comprehensive across the provision and are robust.

Staff are well qualified and work effectively together as a team. They are clear about their roles and responsibilities and have a strong commitment to continual professional development. The manager has a good understanding of the setting's strengths and weaknesses. Regular staff meetings and daily discussions mean that systems to monitor and improve their practice and the outcomes for children are generally robust. Resources are well deployed across the nursery and this enables children to make good progress in their learning and development.

Staff have a good partnership with parents. Parents are fully valued as partners and are confident in the ability of staff to meet the individual needs of their child. The key person system is effective and parents know who to go to if they have a concern. Staff understand children's home circumstances and provide appropriate and sensitive support whilst maintaining a high standard of confidentiality. Written questionnaires are used effectively to identify parents' views and staff act upon the feedback received. Consistent and inclusive systems of communication with all parents, result in a strong partnership and engagement. Staff provide parents with written policies and procedures and a good range of information about children's learning and development. They have established effective links with other childcare and education providers to ensure that children's needs are met and there is continuity in their learning.

Staff promote inclusion effectively, for example, by planning activities to promote the positive images of cultural diversity and disability. This helps to give children and families a sense of belonging and of being valued. The setting actively promotes equality of opportunity and works with parents and other agencies to support and meet individual children's needs. They are vigilant and proactive to ensure that all children are fully included. For example, by working in partnership with parents and health care professionals to address children's specific health care needs. Staff have organised the available space very well to ensure that each child is fully included according to their ability and stage of development.

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

Staff have created a calm, welcoming environment and have effectively organised the two playrooms to provide a good range of resources according to children's ages and stages of development. Staff have made begun to make progress in developing the outdoor area and making it more accessible to children as part of their continuous provision. This is being developed to include large apparatus and gardening, which will further enable children to make good progress across all areas of learning and development. For example, children use buckets of water and an assortment of paint brushes to paint the walls. Inside, they examine the textures of different paints, use information technology to complete simple games and take delight in listening to stories. This supports children's learning and development across all areas of the Early Years Foundation Stage.

Staff ensure that resources are accessible and this supports children to make their own choices and promote their independence and self-esteem. During activities, staff stimulate children's thinking effectively by asking a good range of questions to support their learning. For example, as children act out going to the shops and being shop keepers; staff ask questions about what things they are selling and talk about the exchange of different amounts of money. This supports children's numeracy, problem solving and reasoning skills. Staff have a secure understanding of the Early Years Foundation Stage and plan purposeful play, with a balance of adult-led and child-initiated activities. An effective key person system ensures there are efficient methods for observation and assessment and that staff can

identify the next steps in children's learning. However, the new planning does not include the areas of learning and staff have not yet implemented a system for identifying the learning intentions in the written plans. At this time, as the setting have a few children; the daily practice of the setting is very effective in meeting children's developmental and individual needs. The setting have robust procedures for the use of starting points to plan for children; and the use of a very robust, strong key worker system with a very effective system for assessment, which include next steps, does allow children to progress well. As a result, children's individual needs are met because staff have a very thorough understanding of them.

Staff have a loving and caring relationship with children, who form strong attachments to adults and other children within the nursery. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a good level of sensitive and appropriate support.

Children enjoy their time at setting and they take pleasure in listening to stories and are creative in their play, for example, when playing in the sand pit, they fill different containers and pretend to sell their goods and improvising with a range of resources to sell in the shop. Staff support children to use a wide range of equipment and tools safely, for example, when rolling and shaping malleable materials and when cutting.

Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practise and listening to staff talk about how to stay safe in the setting and on outings. Staff have established good systems to help children adopt healthy lifestyles. For example, they provide children with healthy snacks and good variety of different cultural meals, according to their individual needs and share written menus with parents. Children are independent in their self care skills as they put on aprons before painting, dress appropriately for outdoor activities and wash their hands after a meal. They are developing independence and contribute effectively towards the welfare of others, for example, as they help staff to tidy up at the end of an activity and play along side younger children with maturity. Children are developing skills that will contribute to their future economic well-being as they use information and communication technology, visit the local shops and use role-play to support their learning.

Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events throughout the nursery year. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

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