

# Little Dragons Daycare Centre

Inspection report for early years provision

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**Unique reference number** EY413204  
**Inspection date** 21/01/2011  
**Inspector** Mary Henderson

**Setting address** St. Georges C of E Primary School, London Road, St. Georges, TELFORD, Shropshire, TF2 9LJ

**Telephone number** 01952567756

**Email**

**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

Little Dragons Children's Centre opened in 2006 and operates from two buildings within the grounds of St Georges Church of England Primary School, Telford, Shropshire. The centre opens each weekday from 8am to 6pm all year round. The Out of School Club is open from 8am to 8.45am and 3.20pm to 6pm during school term times and 8am to 6pm during school holidays. All children share access to a secure enclosed outside play area. Disabled access is in place.

A maximum of 28 children may attend the setting at any one time. The group is registered on by Ofsted on the Early Years Register. They are registered to care for a maximum of 28 children. There are currently 44 children on roll from two to under five years old.

The setting currently supports children with special educational needs and/or disabilities and children who have English as an additional language. The group receives support from the local authority. They employ 14 members of staff. Of these, 13 hold appropriate Early Years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff develop positive relationships with the parents and their children. This effectively promotes inclusion for all children on roll. The staff also liaise exceptionally well with other providers of the Early Years Foundation Stage which further promotes inclusion and continuity for all children. There are a good range of resources available to children for both indoor and outdoor play. The staff make good use of resources, equipment and outings to provide a broad range of opportunities to extend children's development across all areas of learning. Most systems to evaluate the provision and identify the children's starting points across all areas of their learning are in place.

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

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

- support children in feeling safe and secure through preparing them for changes that may occur in the routine, including the arrival of visitors
- ensure all parents are fully included in the self-evaluation procedures of the setting.

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

There are positive relationships between the staff, the children and the parents. There are excellent relationships with other providers of the Early Years Foundation Stage which ensure inclusion and continuity for all children on roll. The risk assessments identify possible risk to children in the indoor and outdoor areas and all outings involving the children. The children are safeguarded well as all staff have a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

The staff have a good understanding of how to support children with special educational needs and/or disabilities. The self-evaluation systems in place are good and include input from the children, staff and management. However, the systems do not yet fully include all parents on roll.

Information sharing with parents is good. There are written and verbal two-way exchanges of information to ensure each child's needs are identified and met. The parents have free access to their child's learning and development files which provides information about their child's ongoing progression. Parents have free access to all policies and procedures.

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

The children are beginning to find out about their environment, identifying features and noticing the natural world. They enjoy a good range of outings to places of interest including visiting the local Farm Shop where they see the cows and sheep, watch the lambs being born and choose eggs to take back to the setting for their baking activities. They also choose fruit and vegetables to take back to the setting for tasting activities and pay for their goods with money. This learning is extended during role play activities. The children also like to go on local walks to feed the ducks and notice the wildlife around them. Children enjoy using the school site to visit the Forest School where they learn how to make compost through recycling and pick up leaves and sticks to take back to the setting to use during creative activities. While visiting the Forest School site, they also learn about growing carrots and potatoes. The children extend their learning by making their own sensory garden with flowers and heathers. During visits to the school, the children like to use the large equipment to practice their climbing and balancing skills. Children also enjoy daily outdoor play as they ride their trikes, climb, balance and run around in the fresh air. Children enjoy a good range of healthy meals and snacks including meat, fish, vegetables and fruit. They help themselves to drinks of water throughout the day. Children learn about the benefits of a healthy lifestyle through topics and discussions with the staff.

Children are confident and show high levels of feeling safe in their environment. However, they are not always supported in feeling safe and secure by staff at

times when visitors are in the setting. The children learn about staying safe as they cross the road with the staff on outings and are included in the fire evacuation procedures of the setting. The children show they feel safe in their environment as they approach the staff freely when they need comfort or support with their activities.

The children enjoy creative play as they use crayons to mark make, mix paints to create their own pictures and explore the glue and stick resources to make collages which are displayed for them in their playroom. This promotes a strong sense of belonging and fosters their sense of self-esteem well. Children are very independent and like to make choices about what they want to do. The resources are easily accessed by the children as they are stored in low open shelving in well-labelled boxes. Children's skills for the future are fostered well as they explore technology using the computer to explore various programmes which support their learning about numbers, calculation and following simple voice instructions. They also like to look at the photographs of themselves and their peers, looking back over time when the fireman called and the police visited with their police car. Children's problem-solving skills are further extended as they explore books, puzzles and construction to learn about numbers, shapes and letters of the alphabet.

Children are beginning to understand that people have different needs, views, cultures and beliefs. The children play with a broad range of resources that depict positive images of diversity and positive images of disabled people. They also enjoy exploring various festivals across the calendar year.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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

<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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## **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