

Little Dragons Pre-School

Inspection report for early years provision

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09/02/2011

Inspector

Bridget Copson

Setting address

The Unit, c/o St Georges Primary School, Clarence Road,
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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

Little Dragons Pre-school was registered in 2003 and operates from the St Georges Primary School on the Isle of Portland, Dorset. Children have use of the main playroom with a linked quiet room, toilets and a spacious outdoor play area.

A maximum of 26 children aged from two to under eight years may attend the pre-school at any one time, all of whom may be in the early years age group. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is open every weekday, term time only, from 9am until 3pm. There are currently 33 children on roll, all of whom are in the early years age group. The pre-school cares for children with special educational needs and/or disabilities.

The pre-school employs seven staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met with care and consistency. Their welfare is safeguarded through effective supervision, efficient daily procedures and basic risk assessments. Children's uniqueness is promoted well with a positive reflection of each child throughout the setting to promote their sense of belonging. Children's learning is planned, monitored and promoted successfully on an individual basis, although not all children are stretched in their initiated play. Otherwise, children are making good progress through the Early Years Foundation Stage. The pre-school has made many improvements to the quality of provision since the last inspection to further promote outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the risk assessments to include anything with which children may come into contact with
- provide children with more challenge in child-initiated activities to encourage them to fulfill their potential in all areas
- review where confidential information is displayed so that it is only accessible to those who have a right or professional need to see it.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who implement effective systems to assure their safety and well-being. Employment and vetting procedures are carried out to ensure staff are suitable, with induction and annual appraisal programmes to monitor their on-going suitability. Daily health and safety checklists, fire practices and effective routines maintain good standards of health and safety in all areas. Risk assessments are carried out during the year, but are not sufficiently detailed to include everything children come into contact with. Staff have a clear knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Staff work efficiently as a team to ensure the environment is warm and welcoming, and to closely supervise children in all areas. They interact with enthusiasm and energy, ensuring all children are included and enjoying themselves. They create a positive and vibrant atmosphere in which children behave well and benefit from consistent messages. Positive behaviour and caring attitudes are promoted successfully through encouragement and praise, 'friendship' songs and helping to care for toys in the preschool. Children are developing an awareness of diversity through respecting others around them and exploring multi-cultural play provision and festivals, such as Chinese New Year.

Staff have successful systems for monitoring and evaluating the quality of provision and to promote continuous improvement to the benefit of all children. This includes an effective self-evaluation record, staff meetings, visits from the local authority and a continuous provision development file. These systems ensure the views of parents, children and staff are included and both short and long term areas for development are identified to drive and secure further improvement.

Staff have established effective partnerships with parents who are provided with a wealth of information to support them in making an informed choice. Parents provide staff with information regarding their child's needs, and preferences, although this is not always stored appropriately to assure confidentiality is maintained. In response staff ensure they have the skills to meet any additional needs to ensure children are fully included. Parents are kept well informed through displays, newsletters, a summary of the day's activities and good daily communication. They are encouraged to get actively involved. For example, contributing to their child's assessments, borrowing resources, attending the stay and play sessions and displaying achievements on the 'special mentions tree'. Successful links are established with most of the other settings children attend to further promote consistency of their care and learning.

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

Children enjoy a good balance of play provision and learning resources, which are easily accessible to promote independent play. In addition, the enabling

environment allows children to move freely between the indoor and outside play areas, according to their preferred play environment. Staff know the children well and have a good understanding of the Early Years Foundation Stage framework. They monitor key children's interests and progress within the six areas of learning through written records of their observations and noted 'Wow' moments. This information is used to plan activities to support children's next steps of learning with activities they have shown an interest in. As a result, children are interested, active and involved. However, not all children are stretched and challenged in their child initiated play to encourage them to develop to their full potential in all areas.

Children arrive happy and settle in quickly, seeking out friends to play with and staff for reassurance. They demonstrate a good sense of well-being through their confident exploration within the different play areas and focusing well in their play. They are developing good independence through taking on areas of responsibility. For example, helping as 'snack monitor', preparing the area and informing children when seats are available at the snack table. Children's communication, language and literacy are developing well. They listen carefully, talk freely to express themselves and share their knowledge and show a great enjoyment of stories and singing. Children mark-make purposefully in a wealth of activities both indoors and outside. As a result, those preferring the outdoor environment also benefit from these activities, such as chalking on the paving stones.

Children are developing a good understanding of number, shape and size, and have some opportunities to problem solve. Children explore growth and living things in their 'Mini Beasts Wood' and learning about life cycles, such as caterpillars. They use resources to support their understanding of information and communication technology, although not always independently. Children use their imaginations very well. They create freely with different media and materials. They also move resources between the indoor and outside play areas to extend their imagination and role play without restriction.

Children feel safe and secure within the pre-school. This is nurtured through providing new children with close comfort and reassurance when settling in to promote their sense of security. Children learn about keeping safe through fire drills, safe play rules and taking an active role in carrying out risk assessments each day. Their health is promoted through the provision of a clean and hygienic environment in which staff follow and promote good hygiene practices and routines. Children are developing a good attitude to healthy lifestyles. They benefit from healthy snacks and access to drinking water at all times. In addition, the very well resourced outdoor play area supports their physical development, and to allows more active children to run freely throughout most of the day.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Met