

# Little Dragons Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY301081

**Inspection date**

14/06/2011

**Inspector**

Ruth Thrasher

**Setting address**

Lady Seawards C of E Primary School, Clyst St. George,  
Exeter, Devon, EX3 0RE

**Telephone number**

01392 877793

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Little Dragons Pre-school has been established since 1998 and became a limited company in 2004, run by a voluntary committee. It operates from purpose-built premises at Lady Seawards Church of England Primary School in the village of Clyst St. George, near Exeter in Devon. Children have use of two rooms, one of which is shared with the school, and a secure outdoor play area. They also have access to toilet facilities and school facilities, including the hall, computer suite, playground and gardens. It is open each week day during term-time from 8.45am to 3.15pm.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children aged under eight years may attend the pre-school at any one time. There are currently 32 children aged from two to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff, five of whom hold early years qualifications to at least Level 3 and one is working towards Level 3. The manager and deputy have both completed a foundation degree. The pre-school provides funded nursery education for children aged three and four years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of the setting is good. This enables children to make good progress in their learning because they are cared for by experienced and dedicated staff who ensure that their individual needs are well met. The children enjoy a well resourced environment and the added benefit of sharing some activities and facilities with the primary school. Regular self-evaluation by the manager and staff demonstrates a good commitment and capacity to continual improvement. Leaders recognise the need to widen opportunities for children to select activities for themselves and to fine tune the paperwork linked to any emergency health treatment.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for the seeking of emergency medical advice or treatment
- 28/06/2011

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

- review the organisation of the daily routine to ensure that there is sufficient time and space for children to concentrate on their chosen activities and experiences.

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

Children's safety is promoted as all staff have completed training in safeguarding and the manager and deputy have completed advanced training. There are good systems in place to ensure adults who care for the children are suitable to do so, including Criminal Record Bureau and health checks. Visitors to the school grounds have to ring a buzzer to gain access and are visibly screened before entry. Risk assessments and daily safety checks enable children to play safely. Policies and procedures generally support children's welfare well; however the revised children's record forms do not include parental consent to seek emergency medical advice or treatment. All staff have up to date first aid qualifications, which enables them to provide appropriate care in the event of an accident.

The manager and staff regularly reflect on their practice and all staff have contributed to the self-evaluation of the pre-school. Staff have introduced changes as a result of the recommendations from the last inspection and the introduction of the Early Years Foundation Stage. The staff team is strong and professional and demonstrates commitment to develop practice and improve the provision, for example by completing further training and qualifications.

Staff know the children well and provide appropriate support for each child to enable them to make good progress and meet their individual needs. For example, one-to-one support is provided when necessary and the pre-school works well in partnership with other agencies, such as speech therapists, to support children. There is good support for children who speak English as an additional language, as resources are obtained and words in different languages displayed. Information about children's ethnic and cultural backgrounds is sensitively obtained from parents and carers to enable each child's uniqueness to be valued and ensure that the pre-school is inclusive and celebrates diversity.

Parents and carers are well-informed of their children's progress and have opportunities to contribute to their children's 'Learning Journey' records, for example by adding comments or including photographs from home. They speak very highly of the pre-school, valuing the consistency and commitment of the staff. A number of parents have older children in the primary school and appreciate the smooth transition to school that results from children being familiar with the school environment. Parents and carers receive good amounts of information from staff and their children's key persons on a daily basis. They are also invited to meet with staff and receive a report each term, which details their children's achievements and the focus for the next term.

Children benefit from a high quality environment that is well laid out and enables children to progress in all areas of learning, both indoors and out. Resources are plentiful, well organised, attractively displayed and accessible. Children have the added benefit of being able to share school facilities, such as the computer suite, playgrounds and an attractive garden, which support their learning and welfare effectively.

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

The provision for welfare, learning and children's development is good. As a result, children are generally settled, engaged in their play and learning and make good progress. New children receive good support to develop their confidence. Children choose from a range of resources and activities appropriate to their age and stage of development. There is an area for outdoor play available throughout the session. The home corner is changed according to children's interests, such as a doctor's surgery. Children make their appointments on the computer and enjoy using the props and costumes.

Children learn about healthy lifestyles through physical activity and making healthy choices at snack time. They access fresh drinking water from a dispenser whenever they are thirsty and staff remind them to drink more in warm weather. Staff introduce new fruits to the children, such as a pineapple, and discuss how it looks and tastes. Children learn to keep themselves safe through gentle reminders from staff as well as visits from the police and road safety advisors.

Staff are deployed well to support and extend children's learning. They sit with them at meal times and during activities, engage them in conversation and join in their games. For example, children ask a member of staff to lie on the ground so they can chalk around her. Staff introduce problem solving and numeracy into everyday activities. They encourage children to count how many are lined up to go out to play and how many children they are waiting for. Children measure the beanstalks they have planted, comparing them to bricks to see which is bigger. There are plentiful opportunities for mark-making both inside and out, for example a table is set up for drawing when the children are playing outside, pads are provided for prescriptions at the 'doctor's surgery' and children write messages on their Father's Day cards.

Children generally enjoy a good balance of adult-directed and child-initiated activities based on their individual needs and interests. However, there is room for more time for children to select activities for themselves. At times the routines of the day prevent children developing and sustaining some of their activities, for example when they have to interrupt their play to join the school children for playtime.

Observations and assessments of the children are used to plan activities to ensure

individual children make good progress. The key persons have good knowledge of their children and are clear about their individual learning styles and next steps in their learning. Planning is designed to ensure that all areas of learning are covered and responds to the children's needs, such as a focus on developing confidence and self-esteem for those children soon to start school.

Children receive lots of praise and encouragement from staff, for example when they take turns to talk about something special brought from home, such as a dinosaur or some heather. They learn about diversity through meaningful activities such as tasting a range of Chinese foods, or activities such as 'Are we all the same?' which develops their understanding of people with differing abilities. Children are developing good skills for the future as they take responsibility for their own learning and help to plan activities.

## 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	3
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
--	---

### 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	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----