

Little Dragons Nursery

126 London Road, Boston, Lincolnshire, PE21 7HB

Inspection date

Previous inspection date

07/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development as staff create purposeful learning experiences for all children to engage in. Clear planning, observation and assessment systems ensure every child achieves to their full potential.
- The management team have high aspirations for the nursery. Accurate self-evaluation identifies clear areas for improvement, and effective monitoring of staff, both through regular meetings and room observations, ensures their strengths are recognised and individual targets identified.
- Parents are fully involved in their child's learning through shared activities and they have excellent opportunities to share what they know about their child through a secure key person system.

It is not yet outstanding because

- Opportunities for children to gain an understanding of families, communities and traditions are limited.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the 'Dragon's Nest' and outside learning environment.
- The inspector held a meeting with the owner of the setting.
 - The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in the self-evaluation form.

Inspector

Carly Mooney

Full Report

Information about the setting

Little Dragons Day Nursery was registered in 2012 on the Early Years Register. It is situated in Grade Two listed premises in Boston, Lincolnshire and forms part of St George's Independent Preparatory School. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, three hold appropriate

early years qualifications at level 3 and above, including the owner who holds Qualified Teacher Status. The nursery opens Monday to Friday all year round, except for two weeks in the summer holidays. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently eight children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the environment and resources so that children gain an awareness of similarities and differences between themselves and others and among families, communities and traditions.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff organise the setting well and ensure children can easily access an age-appropriate range of toys and equipment, resulting in them being active and independent learners. Children explore their environment with enthusiasm and enjoy their time in the setting. Teaching techniques are strong with clear questioning to promote critical thinking, especially for two-year-olds. For example, a staff member asks a child where she is going to put her crate. She quickly learns to problem solve as she works out that it need to be a certain way for her to stand on it. Children's communication, language and thinking skills are promoted well, as staff encourage children to communicate, repeating words to babies and using routines, such as snack time, to develop conversations with two-year-olds.

Staff use ongoing observational assessments to monitor the progress children make across all seven areas of learning, focusing initially on the three prime areas as the setting only cares for children under three years of age. Staff know their key children well and incorporate meaningful next steps in to the planning of activities. Children's interests are noted and planned for accordingly. For example, bags and boxes with small resources are provided for a baby who has shown an interest in emptying bags at home. Assessment procedures ensure planned activities give children opportunities to develop in all areas. Parents and carers are kept closely informed about their children's progress and development through detailed 'Learning Journeys' and a progress report at two years of age.

Children's opportunities to explore their natural environment are particularly strong as the nursery follows the Forest Schools ethos. Quality time is spent outdoors each day, with all-

in-one suits providing babies with the freedom to crawl outside in comfort, such as in the barked area or mud kitchen. A two-year-old takes pleasure in banging a huge stick she has found on the ground as she walks, listening carefully to the sound it makes. Resources such as crates provide suitable challenge as, initiated by a child, they are turned over to make stepping stones to walk from one to the other. A child holds out her hand to a member of staff for support and reassurance, as the steps prove too tricky to manoeuvre alone.

Children enjoy books and listen well to a short story with interactive sound buttons which helps to maintain their interest. Children have visited the library to select their own books and attended a story time session there. Counting occurs naturally in everyday activities, with staff encouraging early counting skills as they count the number of steps on each side of the tractor. Young babies learning to walk are provided with good opportunities to perfect this skill, as they are given ample space to push the walker round at speed or walk up some steps during outside play holding a staff member's hand.

Staff provide a fully inclusive service to all children attending and ensure individual children's needs are thoroughly addressed, as staff have clear knowledge of all children and their families. Staff are experienced in supporting children with special educational needs and/or disabilities and are suitably trained. Staff have put together books of children's families, which helps them feel at home and enables them to begin to have an understanding of differences between themselves and others. However, currently there are limited resources and planned activities to promote families, communities and traditions as a whole, which limits awareness in this area.

The contribution of the early years provision to the well-being of children

An effective key person system ensures children and their families develop secure attachments with staff and feel warmly welcomed into the setting. Effective channels of communication with parents are in place to ensure children's ever-changing needs are continually met. For example, a diary is completed by the staff and parents so that staff have a good insight into the child's life at home. Babies' individual routines are adhered to and their needs are met very well, as staff recognise signs of tiredness instantly and know how children like to go to sleep. Through practices such as these, children have developed close bonds and attachments with staff. Children's good behaviour is promoted through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes children's self-confidence and self-esteem. Children's independence is promoted as they freely access their own play materials and drinking cups, and learn important skills, such as hand washing.

Older babies are encouraged to be responsible for essential tasks, such as tidying away resources after they have used them. For example, they help to pick up the balls from the ball pool and put them back. Babies are encouraged to use spoons to feed themselves yoghurt at snack time, which younger babies attempt to do quite well, although this is quickly abandoned in favour of using fingers. Children are given healthy choices at snack and meal times, and meals are freshly made by outside caterers and provide a balanced diet.

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

Leadership and management are strong. The owners are extremely dedicated and have high aspirations to provide an outstanding setting. This is creating a motivated staff team, where everyone is working together to improve standards of care and learning for all children. The setting's robust system of self-evaluation, which involves the views of staff and parents, effectively monitors the whole provision. This leads to the clear identification of targets for future development, such as increasing multi-cultural resources. However, as the setting has only been operational for a short period, these targets have yet to be fully implemented and embedded in practice.

Robust recruitment processes ensure staff have the necessary skills to offer children effective support. Clear induction procedures ensure staff are clear about their roles and responsibilities and the general running of the setting. Key areas, such as safeguarding, are regularly re-visited during staff meetings so staff have a good overview at all times. Parents make a strong contribution to meeting their child's needs at the setting and comment very positively about the 'homely' environment and the outdoor experiences. The setting forms part of an independent school and, therefore, close links are in place to aid children's smooth transition as they move towards the pre-school at the age of three.

Staff have a robust understanding of how to protect children in their care. Arrangements for safeguarding children within the provision are good and also through secure partnerships with families and other agencies. Sufficient staff hold first aid qualifications with plans in place to ensure others obtain this in the near future. Children's safety is further promoted because staff rigorously implement risk assessments to ensure the premises are safe and secure. The setting is organised well to ensure children actively learn in warm and welcoming play spaces.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444345
Local authority	Lincolnshire
Inspection number	886971
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	30
Number of children on roll	8
Name of provider	St George's Preparatory School Ltd
Date of previous inspection	Not applicable
Telephone number	01205317600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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