

Dragonfly Day Nursery

83 Carnarvon Road, LONDON, E15 4JW

Inspection date

Previous inspection date

23/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children | 3 |
| The effectiveness of the leadership and management of the early years provision | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, settled and engaged in activities both indoors and outdoors which contribute to their learning and development.
- Children have developed close, trusting relationships with their key person and other staff.
- Staff implement appropriate systems to record children's developmental progress and inform them of forward planning.
- Management and the staff team have made an encouraging start to their practice in promoting outcomes for children in the short time they have been operating.

It is not yet good because

- Resources are limited in some areas of learning to promote children's development overall and offer wider learning experiences.
- Staff are not providing children with clear information to allow them to develop an understanding of keeping themselves safe.

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 children's play in all rooms, the outdoor play area, accompanied young infants on an outing in the community and looked at resources available for children.
- The inspector spoke to a sample of parents to seek their views.
- The inspector sampled children's development records, the planning of activities, children's records and the settings documents for self-evaluation.
- The inspector engaged in discussions with a number of staff.
- The inspector and manager carried out a joint observation.

Inspector

Shaheen Belai

Full Report

Information about the setting

Dragonfly Day Nursery registered in 2012. It is operated by a private company, Dragonfly Day Nursery Ltd. The setting is situated in a residential area of Stratford, within the London Borough of Newham and is close to main public transport links and local schools. Children have the use of three play rooms and associated facilities, situated over the ground and first floor. There is an outdoor play area.

The setting provides full-time and part-time care from 8am to 6pm, throughout the year except bank holidays and the Christmas period. Children attend for either full-time or part-time sessions. The setting provides funded education for three- and four-year-old children. The setting supports children who speak English as an additional language. There are currently 15 children on roll. The setting is registered on the Early Years Register. The setting employs six members of staff, this includes the manager and all hold an appropriate early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for physical development by a) increasing opportunities for children to use wheeled toys indoors and outdoors, such as trikes, trolleys, push carts, buggies and b) providing equipment to support developing walking skills in younger infants.
- develop the educational programmes for mathematics and understanding the world by providing a) a greater variety of puzzles and problem solving for different ages and abilities and b) interactive resources for the under two's and educational computer activities for all ages.

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

- ensure staff consistently explain safety to children to help them understand the implications of their actions.

Inspection judgements

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

Staff demonstrate a sound understanding of the Early Years Foundation Stage and implementing requirements to promote children's learning and development. Staff are deployed throughout the setting to ensure all children receive appropriate levels of attention and engagement to support their learning and welfare needs. Home visits are offered to parents prior to a child commencing to allow the key person, child and parent to develop a sense of familiarity. Staff undertake a range of observations from the time of a child settling-in and ongoing, to reflect on the progress children are achieving in their development. This information is used to plan for children's next steps in their development. Planning of activities and experiences are clear and take into account all areas of learning. Children make appropriate progress in their learning and development.

Although children spend their time engaged and occupied in purposeful play and have access to quality resources, the play materials in specific areas of learning are limited in range. This means children have limited toys to choose from and extend on their learning. For example, young children lack a range of cause and effect, and interactive resources, to support their understanding of information and communication technology. Equipment to support children's early walking, and older children's physical development, such as wheeled toys are also limited. Children also have few resources to help them solve problems to support their early mathematical development, such as puzzles and educational computer programmes.

Young infants engage in messy and sensory play, exploring different textures and tools. For example, they explore sticking activities using glue spreaders and small fluffy pompoms. They play with brightly coloured jelly and plastic spiders, or use their hands to explore a water and cornflour mixture. They show a sense of rhythm as they use their bodies to rock to the music they hear being played around them. Books for children of all ages are available in all rooms to foster children's love of stories. In addition, the children also visit the local library to borrow books or attend the storytelling sessions. Children enjoy the home corner as they explore cooking with real rice and offer staff and friends dishes they have prepared. They learn about the different roles of professionals in the community through role-play, such as the vet who helps to care for sick animals. A range of festivals are celebrated and given recognition by the children, this allows them to become aware of others in the community and different cultural practices. For example, in the short time of operating, the children have celebrated Eid, bonfire night, remembrance Sunday and Diwali. Staff skilfully adapt specific activities for the different ages and abilities attending. For example, older children enjoy the challenge of using a rod to hook up the toy ducks and the younger children play with toy animals in the water and explore the scoops and sieves.

Children are comfortable to speak their own home languages as staff have obtained a range of relevant words from parents to use in play. Older children also learn key words in other languages every month, to broaden their vocabularies and enable them to communicate with others. All children have daily opportunities for outdoor play, either in the settings outdoor area or in the local community. The older children have access to the garden as a free-flow area. Children enjoy the games initiated by staff, such as playing chase and squealing with delight as they come close to being caught. Children's confidence in the outdoor area is further supported as they take considered risks under staff supervision, to learn to balance along the edging of the flowerbeds. On outings in the local area, staff point out items of interest. For example, a post box or the fire station. Children enjoy being outdoors and this is evident from the period of time they choose to spend there. Children also visit places of interest such as museums and use public transport to make their journeys.

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

Children demonstrate an understanding of personal hygiene. For example, older children demonstrate how they wash hands and know why they do this. Children clean their teeth

after meals. Healthy eating is promoted and menus are planned to accommodate any special diets. The daily menu is shared with parents and their feedback is welcomed. Children have access to daily fresh air and opportunities to sleep when required. This helps children to gain a secure sense of their well-being and identify what helps them to keep healthy.

Children participate in regular evacuation drills to help them know what to do in an emergency. However, staff are not consistent in their approach in other areas of supporting children to learn about safety. For example, staff are quick to point out to children when they or others may be at risk, but do not provide clear explanations of the implications of their actions. On the whole children behave well, this is supported by the positive interaction and high levels of staff supervision they receive. They receive positive praise and recognition for their achievements and positive behaviour presented. Children show respect for their carers and other children attending. Older children form strong friendships. Young infants receive warm, close comfort and interaction from staff, this supports the strong bonds they have developed. Staff make face-to-face contact with infants to ensure they develop a sense of belonging and trust, such as when they support them in their play or talk to them as they change their nappies.

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

Arrangements for safeguarding are appropriate and understood by staff. Newly appointed staff are given the opportunity to become familiar with procedures for safeguarding as part of their induction period. Staff responsible for child protection, play an active role in supporting other staff and in working with the relevant professional agencies. Appropriate procedures are in place for ensuring staff appointed are suitable to work with children, such as the undertaking of suitability checks. The risk assessments undertaken by staff enable children to play and move safely indoors and outdoors. Additional measures are in place to contribute to children's safety, such as the use of closed-circuit cameras at entrance and exit points.

In the short time of the setting operating, they have taken positive steps to engage with parents. For example, they promote home visits and seek parental views through the introduction of parental questionnaires. They hold planned parent sessions, send out newsletters and welcome parents to spend time with their child in the setting. Feedback from parents is positive. Comments include praise for the staff's approach and the progress achieved by the children. They acknowledge and welcome the use of home languages being valued. Parents are happy with the regular feedback they receive about their child's progress. Although it is still early days of operating, management values and recognises the relevance of developing links with local schools to support children moving on in the future. Staff are positive in their approach and value all children as individuals, recognising those with individual needs and supporting them as part of inclusive practice.

The registered individual is hands-on in her role and is looking forward to gaining a recognised childcare qualification; this will compliment the fully qualified staff. Both the

registered individual and manager work closely to support staff and identify areas to develop. They welcome the support of the local authority advisory teacher and development worker. This allows them to identify areas to develop, and build on the current strengths identified. Management and the staff team have begun to use the Ofsted self-evaluation form. Although this is still in the early stages, they are beginning to reflect on all areas of the setting's operations and outcomes for children. For example, they intend to develop the outdoor to benefit children.

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 | EY445867 |
| Local authority | Newham |
| Inspection number | 796800 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 36 |
| Number of children on roll | 15 |
| Name of provider | Dragonfly Day Nursery Ltd |
| Date of previous inspection | Not applicable |
| Telephone number | 0208 534 2525 |

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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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