

Little Green Dragons Day Nursery

Brownhills Activity Centre, Chester Road North, Brownhills, WALSALL, WS8 7JW

Inspection date

28/01/2013

Previous inspection date

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

- Practitioners plan a wide range of learning experiences that reflect children's interests. Children happily leave their parents at the door, self-register and rush to the prepared toys and activities that staff have set out for them.
- Staff promote children's care and hygiene practices well. They encourage children to talk about and choose healthy options at snack time and support them to become independent in their hygiene and care needs.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence. Staff support every child so that no group or individual is disadvantaged. Consequently, children learn to respect and accept each other's differences.
- Staff make parents feel welcome at all times. Parents and staff exchange highly useful information on a daily basis. This keeps parents well informed about their child's progress and enables them to share ideas for supporting children's learning further.

It is not yet outstanding because

- There is scope to further enhance systems used to identify the strengths and weaknesses of the provision to enable the setting to continue moving forwards in their pursuit of excellence.

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 toddler and baby rooms and also children having their lunchtime meal.
- The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Patricia Dawes

Full Report

Information about the setting

Little Green Dragons Day Nursery was registered in 2012 on the Early Years Register. It operates from two rooms within an activity centre in Brownhills, West Midlands. The nursery is owned and managed by Brownhills Community Association. It serves the local and surrounding areas. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30m until 6pm.

Children attend for a variety of sessions. There are currently 35 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance existing systems to specifically identify and monitor the targets for improvement and their impact on children, in order for the nursery to sustain the progress they are making and continue their journey towards excellence.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They have updated their knowledge in line with the revised Statutory Framework for the Early Years Foundation Stage and adapted their systems for observing children's progress. They liaise well with parents at the start to gain as much knowledge as they can to plan for children's individual interests. Transition between rooms is well managed, with children's assessments following through with them. The regular spontaneous and photographic observations that staff complete capture significant moments as well as the use of more detailed observations. These are reviewed routinely to assess children's progress and to identify their next steps. Staff in each of the rooms discuss their observations and share their planning so all are involved and knowledgeable about how to support each child. As a result, children make good progress and gain the necessary skills to support their readiness for the next stage in their learning.

Staff engage well with the children to encourage their interest and make learning fun, and use suggestions and questions to challenge their thinking. Staff are relaxed and supportive of children and know them well. They regularly join children in their play throughout the day, readily conversing with them to stimulate their interest and foster their developing language skills. Staff take small groups of their key children to share in a particular activity and can more closely observe their engagement and assess their progress. Children are developing an interest in nature as they go out into the community to the local park, listening excitedly to the sounds in the environment, or bring items in from home for the

interest table. Children engage in imaginative play in the role play area, where they use everyday home utensils and real foods in their play, such as potatoes, carrots and fresh fruits. Children join in happily at circle time with their favourite rhymes, using props that staff provide to make the activity more entertaining. For example, children and staff hold a piece of lycra to bounce five toys monkeys on while singing a song about monkeys bouncing on the bed. Both staff and children join in enthusiastically.

Children are cared for in a bright and inviting learning environment and have easy access to a wide range of resources to interest and engage them. There is a basic routine to each day with a planned activity, such as a session where babies make marks in gloop or play with shredded paper. Older children help look at coloured ice cubes, talking about the temperature and why they melt into water. Children are encouraged to freely explore their environment and initiate their own play. Older children enjoy art and craft activities, such as printing on chocolate flavoured play dough, using a range of different tools to make marks to form shapes and patterns. There are different resources and games for encouraging number and shape recognition, for example, as children build towers, match colours and use the weighing scales. Children's artwork is displayed around the rooms and accessible resources enable them to confidently make their own choices.

Parents are invited in on a termly basis to keep them informed about their children's achievements and progress. They are further involved in their child's learning as they add their children's 'wow' moments from home to the 'tree' in the foyer.

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

Children settle well into the nursery, which is bright, spacious and invitingly decorated so that they and their parents feel welcomed. The settling-in period is well organised so that key persons get to know children and their parents and share important information about their individual needs. Individual routines are displayed in the baby room, and staff ensure that these are carried out until children naturally settle into the nursery routine, aiding their transition. Positive engagement by the key person and lots of spontaneous praise and encouragement from staff throughout the day help to develop children's confidence so they feel secure and are willing to try out new things. Staff are fully aware of the importance of the three prime areas of learning in developing children's confidence so they can make their own play choices and initiate their own learning. Younger children practise their newly acquired walking skills, look at books and sing songs, clapping their hands and giggling with delight. They readily point to their nose, eyes or tummy as staff encourage and engage with them. All of this helps to promote their confidence and skills in expressing themselves. Older children are very sociable and independent, and confidently engage with staff and their peers, with staff patiently but firmly reminding some when they become a little over-excited or challenging. Throughout the nursery, children are supported in their social skills so they learn how to play together, share toys and take turns. Older children competently pour drinks and serve themselves food and snacks, with staff on hand to offer support.

Children's health is well supported through attention to daily routines like nappy changing, while others are developing their own self-care skills as they independently access the

toilet and wash their hands. Healthy eating has a high focus at this nursery where children enjoy a very nutritious and varied menu and daily healthy snacks. All of these are prepared daily on site by the cook. Children are learning to play safely through regular reminders from staff, and respond well to clear guidelines as they independently take themselves to the toilet or use tools, such as scissors. Play activities throughout the day, such as dancing to music tapes or enthusiastic participation in physical activities outdoors, provide opportunities for exercising limbs and having fun.

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

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass any concerns on effectively. Safeguarding features highly in induction and at the regular staff meetings, and all staff have attended external training. All necessary information is displayed in the foyer on the parent notice board and in each room. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Visual and written records, such as risk assessments and daily checklists, support and ensure that good standards of health and safety are maintained, both indoors and outdoors. There are robust recruitment and selection processes in place to ensure the suitability of the staff. Regular room and staff meetings ensure practice is discussed, policies are shared and reviewed, and new targets for improvement are set. Management show they value their staff and encourage them to share their views and opinions openly in an environment of trust and respect. There is a comprehensive procedure for the induction of new staff to ensure they are fully informed and supported by an identified member of staff as they settle in. Regular supervision sessions where staff practice is evaluated are carried out to identify strengths, areas for development and any training needing to be sourced.

The leadership and management of the nursery is strong. The nominated person and manager both have a positive vision for providing a high quality service. They are fully committed to reflective practice and engaging the views of staff and parents to achieve this. The manager carries out regular monitoring of the educational programme to offer support and guidance and also oversee practice. An open-door policy provides opportunities for staff and parents to consult with them at any time. There are regular and effective methods for reviewing practice overall through internal audits and external reviews. However, there is scope to further enhance these systems to specifically identify and monitor the targets for improvement and their impact on children, in order for the nursery to sustain the progress they are making and continue their journey towards excellence. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice.

Partnership with parents is strong and they comment on the positive support and approachability of all staff. An informative display board, parent prospectus and regular newsletters ensure that parents are informed about all aspects of the nursery. Parents' views are invited through questionnaires and daily discussion with staff. They are kept informed of children's daily progress through regular feedback from staff. Staff understand

and work in partnership with other professionals, networking regularly at the Children's Area Partnership (CAP) forum. Staff have good links with other settings children attend, to support their transitions and to promote continuity in their care and learning.

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	EY445031
--------------------------------	----------

Local authority	Walsall
Inspection number	811959
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	35
Name of provider	Brownhills Community Association Limited
Date of previous inspection	Not applicable
Telephone number	01543452119

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

