

Little Dragons Day Nursery

Dragon Hall, East Parade, HARROGATE, North Yorkshire, HG1 5LB

Inspection date

Previous inspection date

11/06/2013

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 are provided with a warm, welcoming and stimulating learning environment where they are happy and keen to learn. They have access to a wide range of good quality resources and materials that support their learning and development.
- The owners, managers and staff are all well informed and have a good knowledge of the Statutory Framework for the Early Years Foundation Stage, child development and the areas of learning. They use this knowledge successfully when caring for children and, as a result, children are making good progress in relation to their starting points.
- Partnerships with parents are already well established and make a significant contribution to meeting children's individual needs. The staff work very effectively with parents to ensure children's learning is supported and extended at home.
- Children's welfare is safeguarded effectively, and detailed policies and procedures are followed consistently to ensure their safety.

It is not yet outstanding because

- Opportunities for children to learn about the natural world outside, are less established, with particular regard to planting and growing.
- Relationships with other providers are not fully developed to ensure information is exchanged to provide continuity of care and learning for all children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises and the outside areas.
- The inspector reviewed policies and procedures, risk assessments and monitoring and assessment of children's development.
- The inspector made observations of the children and staff interactions, and a joint observation with the manager, which was then discussed.
- The inspector took account of the views of both parents and children through discussion and documentation.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Little Dragons Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted premises in the centre of Harrogate, and is part of a small chain of nurseries and out of school clubs. It is managed by a local manager. The nursery serves the local area and is accessible to all children. It operates from two large, ground floor rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with Early Years Professional Status and two members of staff working towards childcare degrees.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend children's knowledge of the natural world further, for example, by providing resources for planting and growing flowers and vegetables
- expand existing strategies for exchanging information with other childcare providers to ensure continuity of care and learning for all children.

Inspection judgements

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

Teaching is effective and staff have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and how children learn. Staff consider children's individual needs and interests when planning activities and experiences, based on their knowledge of the children's development stage and prior learning. They complete precise observations and assessments of the children, and use these effectively to plan challenging activities to further promote their learning. Staff track children's progress

successfully to ensure they continue to make good progress and identify any gaps in learning quickly. As a result, children can already be shown to be making good progress given their starting points. Staff are skilful at supporting children when they are trying something new, which helps them to develop problem solving skills. For example, when building towers with rings and balls, the staff member showed the child how to complete a tower then encouraged him to try. She showered him with praise when he was successful. All the children show they are keen to learn and persevere with their chosen tasks.

The staff place a strong emphasis on the children's physical, personal, emotional and social development and help them develop good communication and language skills. Children initiate their own learning through exploration and investigation, helping themselves to resources. For example, children have access to a wide range of tools and utensils to use in the sand and water, and staff support them by discussing textures, colours and volumes when they pour and mix.

The children are developing very good social skills as they build close relationships with the staff and the other children. They share and take turns with games and resources, for example, they wait patiently to use the computer when someone else is already there. They also play together in the garden outside, discussing how the den is growing and the decoration hanging from the parachute. Children's physical skills are also developing well, as they move round the nursery very comfortably and safely. They climb and balance confidently, and their large muscle control is further developed by dancing and action rhymes.

Children are developing good control of small muscles by use of crayons, paints and the exploration of foam and dough. They make marks and can confidently identify their names at lunch time. The children are also learning about the natural world, currently fascinated by the developing butterflies and counting down the days until they should hatch out. However, children's knowledge of the natural world, is not fully maximised as they do not yet have opportunities to develop their enthusiasm for growing things in the garden.

The babies are also becoming very sociable. They show great delight when they see their key members of staff and have built very close attachments to them. They are settled and comfortable in their room. Staff promote their physical skills effectively by encouraging them to reach and stretch for items of interest, and use treasure baskets to develop their investigative skills and their curiosity. All the babies and toddlers use the ball pool confidently, some climbing in independently and others being accompanied by staff. They are all keen to play in it and throw or kick the balls.

Very effective partnerships with parents make a significant contribution to meeting children's needs. They share information about their children from the time of entry, which enables the staff to develop their baseline assessment. Staff consistently talk to parents about their children's learning and actively encourage them to support this further at home. 'Have you thought about?' is used to highlight suggestions, and parents then provide observation and comment about the success of the chosen activity. For example, the interest in trains is developed by visits to museums and different modes of travel.

Daily diaries and a verbal exchange of information each day, ensure parents are kept fully

informed about their child's welfare and learning. The nursery has a procedure in place for completing the progress check at age two, and includes parents in discussions to ensure they are fully involved.

The nursery has a very inclusive ethos, and all children and families are welcome. Children with special educational needs and/or disabilities are supported well in the nursery. Staff have good relationships with local agencies for support if it is needed. They work closely with parents to ensure they feel involved, and enable them to participate in developing planning. As a result, children make very good progress given their starting points.

Children who speak English as an additional language are also welcome in the nursery. Staff display and use simple words in their home languages to enable them to communicate, and are keen to try new languages themselves. The introduction of signing has also enabled children and babies to make their needs and views known, with those who do not yet verbalise able to ask for drinks or food by making the appropriate sign.

The children are supported well to prepare them for school, and they develop into enthusiastic learners, who are keen to try new things and are confident communicators. They have a secure foundation on which to build their learning across all the seven areas. Progress is effectively tracked and this information is passed to school to ensure staff are aware of children's achievements and level of development.

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

Children are all settled and comfortable in their rooms. They have already built strong attachments to their key people, although, all staff get to know all the children well. Staff enable them to move confidently from one room to another by their supportive attitude. The key people take the children for visits to meet the new staff and children. They make as many visits as necessary until the children are comfortable and happy. Parents can also be involved if they wish. Relationships with some other settings children attend are good, although, information is not shared about all children, which means their care and learning are not consistently promoted.

The nursery promotes children's independence well through encouraging them to serve their own lunches and develop confidence in their personal care. This helps to prepare them for school and enables them to settle well. The visits to school ensure the new premises and staff are familiar. Visits by school staff to the nursery give them an insight into children's behaviour, learning and development.

Children know they need to have fresh air and exercise each day to stay fit and well. They understand the importance of balanced diets and good hygiene practices to keep them healthy. Children wash their hands without being reminded after personal care and before eating. The nursery provides a well-balanced diet, which includes fruit and vegetables each day. Staff take account of special dietary needs, with particular care taken for

children with allergies or religious requirements. These are highlighted for all staff to ensure no errors are made. The cook is keen to try new things to prevent the children's diets becoming too restricted.

The nursery has clear house rules in place, and the staff reinforce these with patience if necessary. For example, they encourage children to roll balls, instead of throw them when they are inside, to prevent accidents. Children learn the rules are there for their safety. They also learn to look after themselves when out in the community through good road safety practice, reinforced by a visit from the emergency services to discuss accidents and fires.

Staff provide good role models for the use of good manners and show consideration to both parents and children. They all work together to create a positive environment where they feel valued, respected and able to make their views known.

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

Although the nursery has not been open for long, the owners, managers and staff have already developed a stimulating, safe and secure environment. The policies and procedures used to manage the nursery are clear and well-written. Staff and parents are made aware of their responsibility for the care and protection of all the children. Safeguarding is of the highest priority and all staff have a good understanding of their role, having also undertaken training to give them a secure knowledge of child protection. Parents are aware of the nursery's responsibility to protect all children if they have concerns about their well-being and safety.

Comprehensive risk assessments and daily checks ensure the premises are safe and secure when children arrive. The staff communicate well with each other to further support safe practices by counting the children out, and then back in again after play in the garden. They are also vigilant during play to minimise hazards, such as wet floors to prevent accidents, but without restricting children's learning and enjoyment.

Robust systems are in place for the employment of new staff, with ongoing appraisals and supervision in place to support staff development. The staff are keen to do training to further enhance their knowledge and understanding of children, and to provide the best quality care.

Self-evaluation has already identified areas for improvement and action plans are on display in each room. The babies' outside space has recently been fenced and artificial turf laid to enable them to have a safe area in which to play each day. Staff are keen to make suggestions for future development to enhance the setting further. Parents have also been consulted and express great satisfaction with the care their children receive. They feel very welcome in the nursery, and staff always have time to discuss any concerns or

problems they may have with their children. Staff also take time to help children new to the area settle and consider their previous care providers in developing planning to meet their needs.

The nursery has close contact with outside agencies whenever children need additional support. The staff attend case conferences or discussions and obtain information to enable them to meet the children's needs successfully. They also have close relationships with the local schools, which ensures their planning and learning opportunities support the children effectively to prepare them for school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 action. 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	EY455016
Local authority	North Yorkshire
Inspection number	895713
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	80
Name of provider	Funcare Limited
Date of previous inspection	not applicable
Telephone number	01423 313932

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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, which are usually the childminder's 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
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