

Little Dragons Nursery and the Dragon Club

Pattishall C of E Primary School, School Road, Pattishall, TOWCESTER, Northamptonshire, NN12 8NE

Inspection date	18/09/2013
Previous inspection date	30/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff observe, assess and plan for individual learning effectively to ensure that children are consistently challenged to reach the next stage in their development. Children enjoy activities equally in the outdoor and indoor play environments.
- Children's communication and language development is promoted well by staff. When talking with children, staff encourage them to think and they give children plenty of time to respond.
- Children's social and emotional needs are well-met by staff. Relationships are very good, fostering a sense of belonging and ensuring that children are confident learners.
- Partnerships with parents are strong. Information provided by parents enables staff to clearly identify starting points for children's learning and parents' views are highly valued.

It is not yet outstanding because

- Children are not always supported with full effect in developing skills while they use tools; with specific reference to them learning to use their choice of cutlery at lunchtime.
- Opportunities are not consistently maximised by staff to reinforce children's learning with regard to why health and safety rules and practices are in place.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in playrooms and in the outdoor learning environment.
- The inspector held meetings with the provider and the manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the provider and the manager.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full Report

Information about the setting

Little Dragons Nursery and the Dragon Club opened in 2006. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery operates from a modular building within the grounds of Pattishall Primary School in Pattishall, Northamptonshire, and the 'out of school' club operates from rooms within the school. The provision operates throughout the year except for bank holidays and opening hours are Monday to Friday from 8am to 6pm. Children have access to an enclosed outdoor play area.

There are currently 75 children on roll. Of these, 42 are early years children attending the nursery, and six early years children attend the club before and/or after school. The nursery provides funded early education for three- and four-year-old children.

The provision employs 15 members of childcare staff, including the provider and the manager. The provider is a teacher, the manager holds an early years qualification at level 5, nine staff members hold early years qualifications at level 3 and two at level 2. The nursery holds National Day Nurseries Association and Pre-School Learning Alliance memberships.

What the setting needs to do to improve further

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

- consistently teach children the skills they need to use equipment effectively; with specific reference to developing skills with use of their chosen cutlery at mealtimes
- enhance children's learning by making sure that their understanding is maximised with regard to why safety rules and health practices are in place.

Inspection judgements

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

Staff ensure that children are supported effectively to acquire the skills and capacity to learn and develop in order to reach the next steps in their learning. Children make good progress. Individuals are supported well because each key person's knowledge and understanding of how children develop and learn is good, and planning for learning is tailored to individual needs and interests. Communication with parents is effective with regard to obtaining information during induction about what their child already knows and

can do. Parents' views are highly valued and there are regular opportunities to share information and plan for children's learning in nursery and at home. Staff support children well so that they develop skills in readiness for nursery class and school. They are aware of the requirement to provide parents with a progress check at age two and complete these where necessary.

Children's personal, social and emotional development is given a high priority by staff. Independence is promoted effectively and during each play session children can choose indoor and outdoor play activities. They choose from a good variety of resources that are safe and meet their development needs well. Resources for babies promote their sensory experiences effectively and they have direct access to the nursery's sensory room. They explore every day and natural objects, lengths of fabric, musical instruments and card books that contain different textures. Staff promote learning well and sensory experiences enjoyed by babies include play with paint, jelly and cornflour mixed with water. Babies explore interactive press-button toys and practise manipulative skills as they press different buttons to make different sounds. Older babies confidently insist that they feed themselves at lunchtime and they demonstrate good skills. Babies explore the sounds of their voices while they play. They giggle as they roll and bounce on mattresses and cushions together, they babble, and they use their voices to express frustration. Older babies are beginning to say single words and staff promote their language development well because they repeat the words back to them.

Children aged between two years and four years of age share the same indoor play space and they can choose from a full variety of resources that includes art and craft materials, books, construction toys, role play resources and jigsaw puzzles. Key persons for two-year-olds identify that the children are currently showing a particular interest in different ways that they can make marks. Their skills and other areas of learning are promoted effectively by staff. For example, a group of children explore and make marks with their fingers in salt that has been tipped onto trays. Language development is promoted well by staff because during conversations, they ask children open-ended questions and give them time to think before offering an answer. Mathematical development is promoted well because children talk about different shapes that they can draw with their fingers. They fill small pots with the salt and they are encouraged to recognise and use language, such as full and empty. All children are very interested in the natural world and they tell staff that they are making 'wiggly worms' in the salt. Their imaginative play is supported well because staff engage in conversation with children who tip the salt into dishes and pretend that they are cooking dinner.

A Forest School area has been established by the provider in the school grounds and children are very keen to access the area. Preparation for Forest School begins with children putting on appropriate clothing and their independence is promoted well by staff as they encourage children to dress themselves. At the beginning of the session children sit around their 'camp fire circle' and talk about what they would like to do at Forest School. Pre-school children speak confidently and are clear that they want to make a den. They have carried ruck sacks from the nursery and contents includes a tarpaulin, a mallet, and pegs. They use good physical skills while they hold on tightly and shake out the tarpaulin. They are keen to volunteer to clip metal fasteners onto the corners and the tarpaulin is then attached to the fence. Children demonstrate good hand and eye

coordination and physical skills because they are able to hammer in the pegs to fasten the tarpaulin to the ground. One of the ruck sacks contains books and children decide to sit in their den and at look at them. Other favourite activities at Forest School include searching for bugs with use of magnifying glasses, mixing 'potions', and playing '123 where are you?' which is a hide and seek game. Staff encourage children to identify change in accordance with the different seasons. They talk about the different autumn colours that they can see, explore the texture of the leaves and talk about the sound of the leaves when they are ruffled in their fingers.

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

Children are supported well in the transition from home to the nursery setting in a manner sensitive to their different needs and those of parents. Transition within the nursery is also addressed well. Consequently, the relationship between each child, their key person and other members of the staff team is good. Children are settled, happy and confident. Staff encourage children to play cooperatively with others, share and take turns. Children behave well and behaviour is consistently managed by staff with use of positive reinforcement in order to boost children's self-esteem. Policies and practice for managing behaviour, such as bullying and biting are addressed consistently by staff. Children are well-prepared for the next stage of their learning and transitions to other settings and school. For example, there are very close links with the school's reception class teacher. Good organisation of resources encourages children's independence as they are able to choose and easily select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

The nursery environment is safe, warm and welcoming and children learn safety rules. For example, they know that Forest School rules include the way they must hold a stick, and they know that they must not open the gate or stamp on flowers. However, staff do not maximise children's learning with regard to how to keep themselves safe. They do not consistently talk with children about why these safety rules are in place and the possible consequences if rules are ignored. Children adopt healthy habits, such as good hygiene practices and they generally learn to manage their self-care needs. After lunch they are asked to collect their own toothbrush and then sit back down to brush their teeth. However, not all children brush effectively and there is no discussion with children about why this is part of the lunchtime routine. Mealtimes are treated as social occasions and food is healthy and nutritious. Children are invited to choose their own cutlery at lunchtime and some children choose cutlery that matches their skills. However, some children choose a knife and fork and then use only the fork and their fingers to eat their meal. Some staff do not notice this and consequently these children are not supported in practising and developing skills in order to use tools effectively.

Children's well-being is addressed well and parents are provided with clear detail about staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively. They enjoy activities equally in playrooms and outdoor play areas, and they practise skills with use of challenging large physical play equipment.

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

Staff ensure that children's health and safety is protected well. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. They assess and minimise risks successfully and strong systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are good and vetting procedures for staff are thorough. The provider, manager and staff are aware of their responsibilities to safeguard children. Parents are aware of the safeguarding policy, and the Northamptonshire Safeguarding Children Board procedures are displayed on the notice board. The provider and manager ensure that their own and staff members' safeguarding knowledge is kept up-to-date. The provider ensures that any significant events are reported to Ofsted. Health and hygiene routines are good and the nursery recently received a maximum five star outcome following an environmental health inspection.

The provider, manager and staff use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored in order to ensure that children make good progress. The current priority for improvement is to implement peer observations within the staff team so that staff members can identify strengths and any areas for improvement with regard to their colleagues' practice. Staff are continually asked to add their views to a 'what we do well' board and a 'what we could do better' board. Processes for staff supervision, performance management, training and ongoing professional development are good. The provider welcomes advice and support offered by local authority development workers. The choice of resources is good and books and toys meet children's needs at their different stages of development well.

The partnership with parents is strong because communication, both written and verbal, between staff and parents is good. This ensures that they work well together to meet children's different needs effectively. Links with the school are strong, thus ensuring a fully cohesive approach to each early years child's care and learning when they attend Dragon Club before and after school. Staff have experience of linking with other early years providers in order to ensure continuity of care and learning. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Parents share very positive views about the service provided. Required documentation is kept up-to-date and in good order, which supports the safe and efficient management of the nursery.

The Childcare Register

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

The requirements for the voluntary 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	EY307471
Local authority	Northamptonshire
Inspection number	932407
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	75
Name of provider	Pamela Katrina Caron Dori-Bishop
Date of previous inspection	30/09/2008
Telephone number	01327 830202

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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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