

# Green Dragon Nursery

2 Green Dragon Lane, LONDON, N21 2LD

## Inspection date

05/12/2013

Previous inspection date

20/04/2010

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

## The quality and standards of the early years provision

### This provision is inadequate

- The staff's knowledge and understanding of safeguarding procedures is weak. As a result, children's welfare is not adequately protected.
- The provider does not ensure the process of risk assessment is effective. Staff fail to identify and minimise all hazards and give insufficient consideration to risks associated with outings.
- The procedures for recruitment of staff are not robust; therefore, the provider cannot ensure staff suitability is checked sufficiently before they begin to work with the children. The provider was also unable to provide evidence of all staff qualifications.
- Self-evaluation is not effective as it fails to identify key weaknesses and their impact on the children.
- There are significant weaknesses in the provision for children's learning and development that limit the progress children make towards the early learning goals.
- The provider has no written procedure in place for dealing with complaints; therefore, parents are not clear about what happens in the event of them making a complaint.
- There are limited play and learning opportunities in the outdoor area.

### It has the following strengths

- The staff interact positively with all children which contributes to the development of their language skills.

## **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.

## **Inspection activities**

- The inspector observed staff interaction with children.
- The inspector conducted a joint observation with the deputy manager of the nursery in the pre-school room.
- The inspector spoke to parents to gain their view of the service provided.
- The inspector sampled a range of documentation.

### **Inspector**

Maria Conroy

## **Full report**

### **Information about the setting**

Green Dragon Nursery was registered in 2009. It operates from two rooms in a purpose built house in a residential area of Winchmore Hill, in the London Borough of Enfield. The nursery opens each weekday between 8am and 6pm throughout the year. The children have access to an enclosed, outdoor play area. The setting is registered on the Early Years Register. There are currently 21 children on roll who are within the early years age range. The nursery supports children with Special Educational Needs and/or disabilities. The nursery provides funded early education for two-, three- and four-year-old children.

The setting employs eight staff, seven of whom are employed to work with the children; all of them hold a relevant childcare qualification. The chef holds a food hygiene and safety certificate.

### **What the setting needs to do to improve further**

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

- review and improve the risk assessments to identify hazards that children come into contact with and take appropriate action to minimise the risks, with particular regard to the play areas used by the children, the blind cords and assessment of the adult to child ratios on outings.
- ensure that all staff have up to date knowledge of safeguarding issues to enable them to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
- ensure that all new staff have a detailed induction to help them understand their roles and responsibilities and procedures such as health and safety, emergency evacuation, safeguarding, child protection and equalities.
- review and improve the recruitment procedures to check staff suitability ensuring they are suitable to have regular contact with children is suitable to do so.
- develop the outdoor play space to provide opportunities for all children to take part in planned activities on a daily basis to support all areas of their learning and development and improve the resources to support role play.
- ensure that evidence of staff qualifications is available for inspection.
- improve the systems for self-evaluation to clearly identify specific areas for development that foster a culture of continuous improvement to ensure all requirements, and the needs of children are met at all times
- devise and implement a written complaints procedure to include the steps that are taken in the event of a complaint being received; investigate complaints relating to how the requirements of the Early Years Foundation Stage are met and notify complainants of the outcome of the investigation of the complaint within 28 days
- improve the planning and organisation of activities to provide interesting and challenging experiences across all areas of learning, that consistently meet the needs of all children, based on their interests, stages of development and differing styles of learning, including making use of the daily routine for learning experiences.

## Inspection judgements

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

Staff observe children and know about children's interests and developmental needs. However, planning to promote children's further learning is not successful, because children's specific needs and learning styles are not incorporated. Consequently, the activities provided are the same for children of all ages within the pre-school room. There is also a lack of resources available to support children's particular interests. For example, babies enjoy pretend play; they like 'feeding' their dolls and putting them to bed. However, the resources to support role-play are not sufficient; therefore, staff have to borrow from the other room, even though that particular activity is also planned for the older children. As a result, it is difficult for all children to extend and develop their learning through imaginative play.

The organisation of planned activities is ineffective; for example, children use sponge painting to decorate a pre-cut stocking shape for Christmas. Children spend very little time at the activity and most are finished very quickly. There is no planned extension, or challenge provided as part of the activity. Overall, the activities are not adapted to suit the abilities of all children. Therefore, children are not excited or enthused by their learning experience in expressive arts and design, which affects their learning. Consequently, children make insufficient progress and they are not suitably prepared for the next stages of their development.

Children have some opportunities to engage in physical play; however, the outdoor area is not fully developed to encourage and promote all areas of learning for children of all ages. During the winter-time, there are few opportunities for babies to play outdoors. Older children enjoy listening to their favourite stories, staff use open-ended questions to encourage children to become involved and to help support their communication skills. Overall staff interact positively with the children throughout the day, which contributes to the development of their language skills.

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

Children have some opportunities to learn how to stay and keep safe. They learn to move from one level of the building to another safely, when going up and down steps to the bathroom and the rear of the older children's playroom. Staff support them effectively as they do so. Babies wear safety straps while sitting in highchairs. However, there is a negative impact on children's safety because of the weaknesses in safeguarding measures. There are also few opportunities for children to practise fire drills.

Children arrive happily into the setting and are greeted by the friendly staff. Children generally behave well. They are encouraged to care for their environment; they tidy up and put their toys away carefully. Children are supported in being kind and behaving appropriately, for example, when they go up and down the stairs. However, they are not

encouraged to concentrate and many of the planned activities fail to challenge or excite them. Staff act as positive role models and they speak to children appropriately. There are some opportunities for children to make choices about what they play with during 'free play'. For rest times, children are provided with individual bedding, which is stored appropriately to prevent cross infection. Children are encouraged to have a healthy lifestyle; they take part in some physical activities; for example, they climb up the equipment in the garden and kick the leaves. Children develop their hand to eye co-ordination skills by using brushes and scissors. Healthy snacks and foods are provided for children in accordance with their health and dietary needs.

The setting has fewer resources to support children's imaginative play experiences. The outdoor area is not fully developed, as a result not all areas of learning are fully promoted or provided for throughout the year. The available equipment is stored at low level inside enabling children to choose what they would like to play with.

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

Leadership and management are ineffective. There is poor monitoring of the welfare and learning and development requirements, consequently, the provider fails to ensure all requirements are met. The inspection was brought forward as a result of information received by Ofsted that minimum adult to child ratios are not maintained; risk assessments are not effective and there is not enough equipment and resources for children. The attendance register was sampled and the ratios on the day of the inspection were checked. This showed that the provider maintains the required ratios. However, the procedure for risk assessments fails to identify all hazards within the nursery, such as the mould in the playroom. When staff do identify hazards, such as a broken blind cord, no-one takes responsibility to remove or minimise the hazard; therefore the risk remains accessible to the children and their safety is compromised. The provider also fails to ensure that thorough risk assessments are completed for outings. Recruitment procedures are not robust, therefore some staff are employed to work with the children before all suitability checks are in place, for example, references are not always promptly sought. Although the provider has some policies and procedures in place, there is no complaints procedure, as required. Therefore, parents are not clear on what happens as a result of them making a complaint. In addition, staff qualification certificates are not all available for inspection. Staff's knowledge and understanding of safeguarding procedures, is weak; they are unclear of the signs and symptoms of possible abuse and the procedures to be followed in the event of an allegation being made against a member of staff. Consequently, the provider is in breach of the requirements of the Statutory Framework for the Early Years Foundation Stage.

The leadership and management use self-evaluation to identify some areas for further development and seek the views of parents throughout the year. However, the process is not effective as it fails to identify key weaknesses relating to risk assessments, suitability of staff, record keeping, the implementation of the Early Years Foundation Stage Framework, the lack of resources to support particular areas of learning and the

complaints procedure. This means that the poor provision for children's welfare, learning and development is overlooked. Therefore, children make insufficient progress and do not gain the skills to help them in the next stage of their learning and development. On receipt of the inspection feedback the provider demonstrated a sound commitment to making the necessary improvements quickly.

Parents have some opportunities to attend reviews of their children's progress. Staff inform parents about their children's activities through various means, a wipe board, communication books for some children and verbal updates. All children have their own profiles, including observations, assessments and photographs of them involved in activities. These along with the progress check for children aged between two and three years, provide parents with an overview of how their children are progressing. Overall, parents comment they are happy with the provision, they say 'the nursery is perfect, if parents want a small place with supportive team and involved owner'.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY386301
<b>Local authority</b>	Enfield
<b>Inspection number</b>	901718
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	21
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Green Dragon Nursery Ltd
<b>Date of previous inspection</b>	20/04/2010
<b>Telephone number</b>	07850851283

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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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