

# Dragonflies Early Years

Bursledon School Campus, Long Lane, Bursledon, SOUTHAMPTON, SO31 8BZ

## Inspection date

Previous inspection date

28/01/2014

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

- The manager provides staff with a good example of how to promote children's learning and development, as she works directly as part the team.
- Staff have an inclusive and positive approach and, through their own enthusiasm, they inspire children to take part in activities.
- Staff embrace training opportunities, which enables them to successfully introduce new initiatives to promote children's speech and language development.
- Children are motivated, confident and enthusiastic learners because of the good range of activities and resources staff provide, and the individual support they receive during their play.
- Children's individual needs are known and met well, owing to the good partnership with parents and other early years settings.

### It is not yet outstanding because

- Staff do not make ICT equipment and a wide range of other resources regularly available for children to practise their skills and strengthen their understanding of how things work.
- Staff do not use all activities to build on children's pre-reading skills, through linking sounds to letters and naming letters of the alphabet.

## 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 activities in the indoor and outdoor play areas
- The inspector completed a joint observation with the manager of the provision in the outdoor play area
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection
- The inspector looked at children's assessment records, planning documentation, checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's self-evaluation form and improvement plan
- The inspector took account of parent's views spoken to on the day of the inspection and from documentation.

## Inspector

Catherine Greenwood

## Full report

### Information about the setting

Dragonflies Early Years registered in 2013, due to a premises' move, and is privately owned. The provision operates from a purpose-built building on the Bursledon School Campus in Southampton. It serves the local community. The premises includes a large playroom, toilets and staff facilities. There is an area available for outdoor play and children have access to facilities within the school grounds. The setting operates Monday to Friday, term time only, and provides places for children aged from two years, to the end of the early years age group. Sessions are between 9am and 12noon and 12.30pm and 3.30pm. The group also offers a breakfast club from 8am to 9am and a lunch club between 12noon and 12.30pm. The setting is registered on the Early Years Register. There are currently 65 children aged from two years to five years on roll. The setting supports children with special educational needs and/or disabilities. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The provision employs nine staff, most of whom have early years qualifications at level 3 or above.

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

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

- increase the range and availability of programmable resources, including ICT equipment, to strengthen children's understanding of how things work
- increase the opportunities for children to link sounds to letters, and to name letters of the alphabet, to build on their pre-reading skills.

## Inspection judgements

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

Staff have a good knowledge of children's individual needs and a secure understanding of how to promote their learning and development. They plan a wide range of activities that motivate children and provide them with challenge. For example, staff take drums into the outdoor area to initiate and join in games that require children to stop and start moving in response to the drum beat. Children plant bulbs, go on woodland walks, dance to music using scarves and play group games such as, 'What's the time Mr Wolf?.' The quality of teaching is good. Staff work with children in small groups, to promote clearly identified areas of learning. For example, they use picture cards and mirrors that encourage children to identify, and copy, different expressions and emotions. This is an initiative that staff have adopted through liaison with the school, where the provision is based. Staff make good use of knowledge they have gained from local authority training in everyday

practice. As a result, children develop confidence, build a closer bond with their keyperson and are well prepared for starting school. Staff have an inclusive and positive approach and through their own enthusiasm, they inspire children to take part in activities. Consequently, children make good progress in relation to their developmental starting points. Staff give lots of praise to children who are less confident, which encourages them to persist and feel proud of their achievements. Staff continually assess children's progress and share their observations with parents, to involve them in children's learning. They display aims for children's next steps, so that all staff can introduce them during play. Consequently, there is a unified approach to promoting all children's learning. The special educational needs co-ordinator works closely with other agencies, such as speech and language therapists, where there are concerns about a child's development.

Children often ask staff to read favourite stories. They show good listening skills and self-confidence, as they tell the group that they don't like spiders and what they do if they find them in the bath. Staff are very receptive to what children say and give them plenty of time to talk about what they know and see in books. For example, as they talk together about their pets and discuss the height of a giraffe they see in a book, to decide if it is taller than their mummy. Consequently, children are keen to volunteer information and engage in two way conversations, which successfully promotes their ability to communicate. Children develop good control of their movements. They enjoy throwing and catching balls, and using the scooters. They run and jump with confidence. Staff provide a variety of resources that develop children's co-ordination, for example, large tractor tyres, crates and planks of wood for building constructions. They take children into the woods to climb on trees and to use a raised wooden platform that provides more challenge. Children play imaginatively in the home corner and engage in role play as they dress up, pretend to cook and lay the table. They draw and make marks purposefully, as they engage a variety of activities, using a range of materials, including using felt pens on white boards. Some children can write their name, with most letters correctly formed. However, staff do not take all opportunities to teach children how to link sounds to letters and to teach children the names of the letters in the alphabet. Consequently, children's pre-reading skills are not fully extended. Children show interest in how things work, for example, as they ask for torches and use them to discover how they reflect on the carpet and in darker areas, such as a tent. Although staff provide some resources, such as programmable toys, binoculars and magnifying glasses, children do not always make good use of these, as they do not provide challenge. Staff occasionally bring in a laptop, although ICT resources are not available for children to practise and extend their skills.

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

Children form very good friendships and often choose to play together. For example, on arrival they show excitement as they hold hands and get together in the book corner. They laugh with pleasure as they decide to lie down in a tent, cover themselves with blankets and pretend to go to sleep. Staff embrace children's independence and the decisions they make during their play. They notice and respond to the choices that children make and skilfully divert them into using the resources to learn new skills. For example, when children wind lengths of ribbon around the provision, they capture

children's attention and involvement as they suggest they use scissors to cut the ribbon into sections. Children are very well behaved, independent in their play and form close relationships with their key persons. Staff teach children to follow good hygiene practice. For example, all children wash their hands before eating, which prevents the risk of cross infection. Children's good health is fully promoted through the provision of healthy snacks and plenty of opportunities to be active. Children show great enthusiasm about playing outdoors: they jump up and down with excitement whilst waiting by the door to go out. Staff plan adult-led activities outdoors that extend children's learning, for example, they use dragon masks for imaginative play.

Children show high levels of energy and a strong exploratory approach during their play. This is due to the good range of accessible indoor and outdoor resources and the support staff offer to help them achieve their aims. Children keep on trying when faced with challenges. For example, they work cooperatively together with their friends and staff to build constructions, and they show great enthusiasm as they run the marbles down the towers. The outdoor play area has been purpose built and is an inviting, well-resourced area of the provision that extends children's learning outdoors. Staff set up activities under a gazebo, which means children can access sand and water play and other resources all year round. Children learn about their own safety, as staff remind them not to run indoors and teach them to use the steps to the lower outdoor play area. Children are aware of the importance of closing a gate so that they can use the bikes safely on the upper decking area safely. Staff talk to children about the cycle safety helmets that are available for them to use, and why they need to use them.

Children are beginning to develop an awareness of other cultures and differences in society, as they take part in a wide range of activities. For example, in recognition of Chinese New Year, they try on traditional embroidered dressing gowns and use black paint to create 'Chinese writing' which is displayed on a poster in the art area. They enjoy using chopsticks in wet sand to find hidden coins. Children have good opportunities to use facilities in the school where the provision is based, which helps their move to school go smoothly. Staff establish good communication with teachers and they work together on projects. For example, they decide to use logs from a fallen tree to create a seating circle, which both settings now use for story times and other activities.

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

All staff have a good knowledge of the action to take if they are concerned about a child, and they make referrals, as needed, to safeguard children's welfare. They initiate meetings to establish how they can work with families to provide support, in conjunction with social services. All staff have attended child protection training. The lead child protection officer uses team meetings to discuss safeguarding scenarios, so that staff maintain their knowledge and understanding of the procedures to follow. The provision liaises with an outreach worker in the Sure Start centre to provide continuity in children's care and development. There are robust recruitment procedures in place and all staff have had appropriate checks completed. The premises is safe and secure. Staff complete risk

assessments for the premises and outings and take action to reduce hazards and maintain children's safety. For example, in extreme, windy weather, they do not take children onto the decking area and remove the gazebo. Children are well supervised at all times, for example, when they are using the steps to the lower outdoor play area.

The manager has recently completed an Early Years Professional Status qualification that has increased her knowledge and understanding of the requirements of the Early Years Foundation Stage. It has particularly helped her to support staff in their personal development. The manager is very dedicated, she works alongside staff and provides them with a good role model due to her extensive knowledge of good practice. All staff have access to training. For example, one member of staff has attended 'Every child a talker' training, and has shared this knowledge with all the staff during a recent staff development day. As a result, each member of staff has become a 'champion' for an area of learning, having learned how to use resources even more effectively to support children's language development. The training has also promoted continuity in the way that staff listen and talk to children, giving all children time to respond, according to their individual stage of development. There are clear procedures in place for the recruitment and induction of new staff. All staff identify their own strengths and areas for improvement in advance of appraisals. This promotes their involvement in evaluating their own practice and training needs. The manager closely monitors planning and staff assessments of children's development. As a result, individual children and groups of children with identified needs, such as those with speech and language delay, are targeted so that they receive the additional support they need for their learning. For example, staff introduce the aims and objectives identified by speech and language therapists, into children's play.

Self-evaluation is good. The provision constantly reviews practice to drive improvement. The manager asks parents for their views, through discussion and the use of questionnaires. Parents' ideas inform planning and enable improvements to be made. For example, parents have recently suggested a path is created to enable easier access for buggies and wheelchairs to the front door. Staff themselves are involved in evaluating their practice; they meet regularly to discuss and identify strengths and any weaknesses in the provision, to establish priorities and contribute longer term objectives in the overall development plan. The manager and a senior member of staff, who is also the special educational needs co-ordinator, complete joint observations to evaluate practice and identify areas for improvement.

Parents' comments during the inspection show they are happy with the provision. For example, they say that they like the home visits before children start at the provision and that, 'the whole atmosphere for parents and children is so warm, welcoming and fun. As soon as you walk in the door you can feel the positive atmosphere and I have no worries as soon as I go'. Staff also establish good communication with other early years settings that children attend. They invite other providers, such as pre-schools, childminders and teachers, to visit the provision to share information about children's individual needs. Consequently, children receive continuity in their care and learning which supports their good progress.

## 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>	EY462801
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	921550
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Dragonflies Early Years Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07721934143

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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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