

Hatching Dragons

1 Viscount Street, London, EC1Y 0AA



Inspection date	26 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Sometimes staff in the toddlers' room do not ensure that procedures to keep children healthy or safe are rigorous, particularly during mealtimes.
- Not all children make the best possible progress. Some staff do not use their observation assessments consistently to monitor children's overall progress and to plan sufficient challenging experiences for what children need to learn next.
- Opportunities for children to develop their mathematical understanding are not fully promoted or used consistently.
- Children have fewer opportunities to learn that there are different types of books which they can read or enjoy. Babies do not always have sensory resources to encourage their exploration.

It has the following strengths

- Staff follow suitable procedures to reduce the spread of germs or infection. Children learn the importance of good hygiene routines, such as hand washing.
- Some members of staff talk to children, using both English and Mandarin. Children are learning another language and respond to simple instructions in Mandarin.
- Staff form positive relationship with parents, who say they are well informed about their children's routine care and are happy with the service they receive.
- Management has a realistic awareness of the areas of practice that need improving and take action to address them.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ assess the risks to children at mealtimes in order to identify and minimise any potential hazards 	27/06/2016
<ul style="list-style-type: none"> ■ ensure that staff consistently assess children's progress across all areas of learning and use the information effectively to challenge and extend each child's knowledge and skills 	27/06/2016
<ul style="list-style-type: none"> ■ ensure that children's early mathematical understanding and skills are developed effectively. 	27/06/2016

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

- support babies' exploratory play and develop their sensory experiences
- increase opportunities for children to develop early reading skills and their enjoyment of books.

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector had discussions with the provider and manager about the setting's practices and procedures.
- The inspector observed the staff's interactions with the children.
- The inspector had discussions with the staff at appropriate times and also spoke to parents.
- The inspector sampled some documents, which included the safeguarding policies, staff records, risk assessments, assessments of children's progress and the attendance register.

Inspector

Jennifer Liverpool

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a sound understanding of their responsibilities to safeguard children. They know how to proceed if they have concerns about a child's welfare. Clear recruitment and vetting procedures ensure that staff are suitable to work with children. The manager has addressed most of the actions set at the previous investigation visit. For example, she has improved the key-person system, babies' sleeping equipment and children's privacy during their intimate care. She also recently introduced supervision sessions and observations to monitor staff performance and identify their training needs. However, some changes and routines have not yet had sufficient impact on improving the quality of assessments and planning. The setting is working in partnership with advisors to identify targets to improve outcomes for children.

Quality of teaching, learning and assessment requires improvement

There are inconsistencies in how staff assess children's current skills and progress. For example, assessment records over a period of time have gaps for some children. Staff do not fully support children's understanding of simple measurements and mathematical language or help older children learn to solve simple problems. Staff offer children a suitable selection of other activities and children are generally busy and engage in their play. Staff support children with their language development more effectively. For example, they interact with babies as they babble and encourage toddlers to use words, sounds and facial expressions to communicate their wants and needs. Children join in shared storytelling. However, there is a limited range of books for them to see or choose.

Personal development, behaviour and welfare require improvement

In the main, staff carry out risk assessments on and off the premises to reduce potential hazards to children. However, some staff do not ensure mealtimes are always safe for younger children. For example, during the inspection, staff did not stop toddlers from walking around when eating. Key persons work closely with parents to help children settle into the nursery. Children develop trustful relationships with their key persons and relate well with other staff and children. Babies sleep and have their nappies changed according to their individual needs. Staff generally promote babies' and toddlers' exploratory and sensory skills, but there are relatively few resources for them to use. Staff have clear expectations of children's behaviour. They remind children of the rules and use a range of positive strategies that help children learn to behave.

Outcomes for children require improvement

Children gain some skills to help prepare them for school. For example, children explore making marks and older children manage their personal care needs. However, children do not receive the right levels of challenge to help them make the best possible progress.

Setting details

Unique reference number	EY487489
Local authority	City of London
Inspection number	1051839
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	50
Number of children on roll	28
Name of registered person	Hatching Dragons Ltd
Registered person unique reference number	RP910079
Date of previous inspection	Not applicable
Telephone number	02072569365

Hatching Dragons registered 2015. It operates from the Jewin Welsh Presbyterian Church in the Barbican area in the City of London. The nursery is open each weekday from 8am to 6.30pm all year round, excluding Christmas and bank holidays. The nursery employs 10 staff; of these, one holds qualified teacher status and seven staff hold relevant early years qualification from levels 4 to 7.

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