

Little Green Dragons Day Nursery



Brownhills Activity Centre, Chester Road North, Brownhills, WALSALL, WS8 7JW

Inspection date	11 January 2017
Previous inspection date	28 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have high expectations. They recognise the strengths that staff bring to their roles and support them well to provide high standards of learning and care for children.
- The quality of teaching is good across the nursery. Staff provide stimulating, enjoyable experiences and enthuse children so that they make good progress in their learning.
- Staff are skilled at working with children in all groups. They carry out accurate assessments and focus planning with specific targets. All children, including those who have special educational needs and disabilities, receive tailored support and gaps in learning close rapidly.
- Children are happy in the welcoming, inviting environment where they feel at home and make strong relationships with key persons. Children are well behaved and interact confidently with adults and other children.
- The partnerships with parents are very successful. Parents praise staff for their consistent support of children and families. Staff and parents work closely and use similar methods to help children learn at nursery and at home.

It is not yet outstanding because:

- Staff do not always include opportunities for children to explain what might happen and what they understand, during activities.
- The monitoring of staff practice is not yet fully established to help them raise the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- provide more opportunities for children during activities to explain what is happening and to demonstrate their understanding
- support staff to develop their skills and raise the quality of teaching to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the deputy manager of the nursery.
- The inspector held a meeting with the nursery manager and provider. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have a good understanding of the early years foundation stage. They support staff effectively to fulfil their roles. Staff's professional development is sustained effectively as they take responsibilities that reflect their training and skills. For example, the special educational needs coordinator ensures children who have special educational needs and disabilities receive effective support. This helps them to make considerable progress in their learning. The recommendations from the last inspection have been addressed well. Managers make effective use of information obtained from tracking to identify targets for individual children, to support their good progress. All staff and parents contribute to the self-evaluation and managers are responsive to suggestions. Parents now have access to the planning for each room so that they are aware of the activities offered daily. Parents receive regular feedback about their children's progress. Safeguarding is effective. Managers discuss procedures at team meetings to ensure staff know what to do should they have any concerns about children in their care.

Quality of teaching, learning and assessment is good

Experienced, capable staff promote children's learning well through a wide range of activities. Staff capture the imagination and attention of pre-school children as they read with expressive intonation. Staff in the room for toddlers provide good guidance for children to develop self-help skills through role play. Staff are alert to children's interests and join in with their play. Babies receive good levels of support to explore textures and listen as staff shake instruments while they sing softly. They repeat words, such as more, as staff top up a cornflour mixture with water. Children's language skills are promoted well with good interaction. Staff plan effectively for children's individual learning. They observe what children do and take account of information shared by parents and carers to meet children's learning needs well.

Personal development, behaviour and welfare are good

Children's sense of well-being is promoted extremely well. The key-person arrangements are highly effective and support all children to build close relationships. Children are very confident. They approach visitors spontaneously and interact with lots of eye contact and smiles. Children's self-awareness is promoted imaginatively. Family photographs are displayed where children can easily see them in the homely environment in the baby room. Pre-school children draw self-portraits that are displayed to reflect their images. Children's good health is promoted effectively as they enjoy nutritious meals and play outside daily. Children are happy and play well with others.

Outcomes for children are good

Children are active learners who shape their own learning experiences. Babies are focused while they test resources. Older children develop skills, such as making marks during group activities. Toddlers use mathematical language to describe towers constructed in their play. All children enjoy listening to stories and their independence skills are promoted extremely well. Children develop essential skills for the next stage in their learning at nursery and eventually school.

Setting details

Unique reference number	EY445031
Local authority	Walsall
Inspection number	1065888
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	1 - 4
Total number of places	65
Number of children on roll	53
Name of registered person	Brownhills Community Association Limited
Registered person unique reference number	RP520707
Date of previous inspection	28 January 2013
Telephone number	01543452119

Little Green Dragons Day Nursery was registered in 2012. The nursery employs 10 members of childcare staff. All hold appropriate early years qualifications at level 3 or 5. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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