

Little Dragons Nursery

57-59 Bath Road, Reading, Berkshire, RG30 2BA



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| Inspection date | 1 March 2017 |
| Previous inspection date | 17 July 2014 |

| 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

- Staff develop positive partnerships with parents. They provide good support to parents, such as when they arrive with their children, which helps each child settle quickly. Parents receive ongoing feedback about their children's learning, daily activities and care needs. This provides a consistent approach to supporting children's needs.
- Children enjoy their learning and take part in activities and play with enthusiasm. Staff provide a good range of activities that interest children and meet their needs well. All children make progress that is typical for their age in relation to their starting points.
- The key-person approach is effective. Staff know children well and they are warm and responsive to children's individual needs. Children feel safe and secure. For example, staff follow babies' home routines for sleep, such as rocking them.
- The recommendations set at the previous inspection have been successfully met. Children enjoy plenty of access to the outdoor areas. Staff provide a variety of mathematical experiences that support children to develop their understanding.

It is not yet outstanding because:

- At times, the managers do not make the best possible use of the existing monitoring and tracking processes to help them quickly identify and respond to all gaps in the provision, to raise the quality even further.
- Staff have not fully considered ways to support children to use their home languages in their play and activities.

What the setting needs to do to improve further

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

- make the best possible use of the existing monitoring and tracking processes to identify and respond more effectively to all gaps in the provision, to raise the quality even further
- provide more opportunities for children to use and hear their home languages in their play and activities.

Inspection activities

- The inspectors observed children's activities and children's interactions with staff indoors and outdoors.
- The inspectors sampled a range of documents, including children's records, evidence of staff suitability checks and qualifications, and the nursery's self-evaluation and improvement plans.
- The inspectors held a meeting with the manager and deputy manager.
- The inspectors carried out a joint observation with the manager.
- The inspectors spoke to parents to gain their views.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know their responsibility to protect children and have a current understanding of the procedures if concerned about children or staff. Managers use thorough recruitment procedures and regular reviews to check staff's suitability. They support staff to develop their skills, including gaining further qualifications and sharing information from training. For example, after training, staff made changes to improve children's concentration and to encourage their interest in books. Team leaders support staff well to help them reflect on and develop their practice, such as meetings. Good links with professionals help to provide continuity in meeting children's specific needs.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments to help them plan for children's learning and development. The managers and staff track individual children's progress to help identify and address any gaps in learning. The managers are reviewing different ways to monitor groups of children's progress to develop this further. Staff are confident to follow children's interests and adapt activities to motivate their learning. For example, they adapted a painting activity to extend children's interest in how paint moved inside the different shaped bottles. Staff encourage children to confidently explore and investigate different materials. For example, toddlers explored the smell and texture of daffodils and older children investigated rice and the quantities needed to fill containers.

Personal development, behaviour and welfare are good

Children develop strong levels of confidence and self-esteem. The high ratio of staff helps to provide children with individual time and attention. Staff provide plenty of positive praise and encouragement to children. For example, this helped toddlers to participate well during a short group time. Staff help keep children safe and help them develop a good understanding of safety procedures. For example, on hearing the fire alarm, children in the two-year-old room calmly lined up, ready to evacuate the premises. Staff prepare children well for changes. For instance, children have settling-in visits before starting, and staff talk about school routines and uniforms, and invite teachers in to visit.

Outcomes for children are good

Children are well prepared for the next stage in learning and for their move to school. Older children learn to listen, and to recognise and write their names. All children behave well and learn to take turns, cooperate and share. Younger children learn to express themselves with confidence. Children develop their independence effectively from an early age, such as serving themselves food and making their own choices. They develop good physical skills and are active and energetic. For example, older children follow patterns of movement and develop balance and coordination during dance activities.

Setting details

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| Unique reference number | EY263914 |
| Local authority | Reading |
| Inspection number | 1070531 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 64 |
| Number of children on roll | 85 |
| Name of registered person | Berkshire Healthcare NHS Foundation Trust |
| Registered person unique reference number | RP909253 |
| Date of previous inspection | 17 July 2014 |
| Telephone number | 01189 585316 |

Little Dragons Nursery opened in 2003. It operates from the grounds of the Berkshire Healthcare NHS Trust premises in Reading, Berkshire. The nursery is open from 7.30am to 6pm, Monday to Friday throughout the year with the exception of bank holidays and the days between Christmas and New Year. There are 15 members of staff working with the children; of these, 14 staff have relevant early years qualifications. One member of staff has gained early years professional status. The nursery also employs a chef who works on the premises. The nursery receives funding to provide free early years education to children aged two, three and four years.

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