

Magic Dragon Pre-School

Church of Good Shepherd Hall, Bishop Road, Bishopston, Bristol, BS7 8NA



Inspection date

7 September 2017

Previous inspection date

3 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

- The quality of teaching is consistently good across the pre-school. Staff are skilled at providing interesting activities that children thoroughly enjoy.
- The manager and staff work together well. They evaluate the pre-school effectively and use detailed plans to help identify areas for improvement.
- The manager monitors the progress of all children to ensure they are progressing well. Staff encourage parents to share what their child is learning at home. For example, parents share photographs of children's experiences during the summer break.
- Children learn about the natural world through activities that promote exploration and experimentation. This supports their curiosity and interest to find out more.
- The pre-school provides a welcoming environment. Children form close bonds with staff who look after them. They feel safe and emotionally secure.
- There are strong partnerships with parents. Staff provide good-quality information about children's learning and development. They establish good relationships with local schools and other agencies who may work with children. This helps staff to meet the needs of the children well.

It is not yet outstanding because:

- Staff do not always encourage children to do things for themselves and take care of their needs to support their independence fully.

What the setting needs to do to improve further

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

- strengthen opportunities for children to do more things for themselves and understand how to take care of their needs.

Inspection activities

- The inspector spoke to the manager, staff, children and parents and took account of their views.
- The inspector reviewed a range of documentation, including children's records, planning and assessment.
- The inspector had a tour of the premises.
- The inspector viewed the quality of the interactions between the staff and children and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.

Inspector

Linda Harvey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the procedures to follow if they have concerns about children's welfare. All staff know the children well. They have a clear understanding of each child's stages of development and the support they need to help them progress well. For example, staff have undertaken training to support children's speech, language and communication development. Staff have one-to-one meetings with the manager and are committed to continuing their professional development. They confidently talk about the impact training has on their practice and children's outcomes. The manager observes staff practice well and provides effective coaching and support.

Quality of teaching, learning and assessment is good

The manager and staff involve parents from the start, to help them find out what children know and can do. Staff observe and make accurate assessments of children's development which help them plan for the next steps in their learning. Staff use their knowledge of children's interests and experiences to enhance language. For example, they encourage children to describe their experiences in the summer break. Staff develop children's counting and colour recognition skilfully through planned activities. They provide structured activities each day and provide opportunities for children to follow their own ideas in play, such as playing with water and sand. Staff teach children about the wider world. For example, they talk to children about how plants grow. They encourage children to use magnifying glasses to explore the earth around the plants and talk about what they see. Staff support children well to learn about letters and sounds. They engage happily in nursery rhymes, confidently singing and moving to the actions.

Personal development, behaviour and welfare are good

Children develop a good sense of belonging. They build firm emotional attachments with staff, who welcome each child individually. Staff provide lots of praise and respond well to children's emotional needs. Children feel secure and turn readily to staff for comfort. Children develop good emotional and social skills. For example, staff provide consistent routines, which children follow confidently. Overall, children learn to attend to their own needs. However, staff do not always enable children to serve themselves at snack time to help their independence further.

Outcomes for children are good

Children are happy, confident and secure. All children make good progress in their learning and development. They are confident talkers and seek help to achieve tasks that are more difficult. Children learn to understand their feelings and to play cooperatively together. They learn about time. For example, as they wait patiently for an opportunity to collect water from a water barrel. Children's self-confidence is developing well. For example, they confidently access resources and activities unaided and in their own time.

Setting details

Unique reference number	107008
Local authority	Bristol City
Inspection number	1070079
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Magic Dragon Pre School
Registered person unique reference number	RP901068
Date of previous inspection	3 July 2014
Telephone number	07791 659967

Magic Dragon Pre-School registered in 1970. It is located in Bishopston, Bristol and is run by a committee. The pre-school is open from 9am to 1pm on Monday to Wednesday and 9am to 12pm on Thursdays, during term time only. There are seven staff working with the children. The manager and one other staff member hold a relevant childcare qualification at level 3, three staff have qualified teacher status, and one member of staff has a childcare qualification at level 6. The nursery receives funding to provide free early years education for children aged two, three and four years.

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