

Dragonflies Early Years

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



Inspection date	17 January 2018
Previous inspection date	28 January 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

- Children are happy and confident. They behave well and staff are positive role models. They encourage children to share, take turns and foster good relationships.
- The manager supports her team well. Staff have good opportunities for ongoing professional development. Staff's knowledge and understanding of safeguarding issues are good, enabling them to protect the children in their care.
- Children make choices in their play. Toys and resources are at their level, and they choose to play inside or outside during sessions. Children make good progress. Staff use children's interests to tailor learning opportunities and individual support.
- Self-evaluation is effective and staff develop action plans to make improvements that benefit children. For example, they are currently looking to provide a second outdoor play space.

It is not yet outstanding because:

- Although the manager checks the progress of individual children, she does not track the development of different groups of children to identify trends or emerging gaps in learning.
- Communication with parents is good overall, but the manager and staff do not work with them before children start to identify their developmental starting points or to support children who speak English as an additional language as effectively as possible.

What the setting needs to do to improve further

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

- track the progress of different groups of children to identify and address any emerging trends or gaps in their development
- develop the partnership with parents to encourage them to share what they know about their children's development from the outset and support those children who speak English as an additional language.

Inspection activities

- The inspector talked to parents, staff and children at appropriate times during the inspection.
- The inspector sampled a range of documents, including some policies and children's development records.
- The inspector observed children at play, and assessed the interactions between staff and children.
- The inspector and the provider observed a planned activity and discussed their findings.
- The inspector held management meetings with the provider.

Inspector

Anne Mitchell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to recognise when a child may be at risk and how to liaise with professionals to support families. The manager follows effective recruitment and vetting procedures and checks staff's ongoing suitability. Ongoing training has a positive impact. For example, staff have learned to use signing alongside language to help to support children's communication. The manager works closely with the staff and children and monitors staff's practice in this way. Staff keep parents informed of their children's progress through daily discussions and through more formal parents' meetings. Partnerships with other provisions children attend and the feeder schools are good. Visits from Reception teachers during the summer term help children to feel reassured and secure about their move to school. Since the last inspection, the manager has provided additional resources to help children learn about cause and effect. There are now more opportunities to support children's understanding of letter sounds.

Quality of teaching, learning and assessment is good

Staff are sensitive to children's individual needs and learning styles and use this knowledge to tailor activities to help children make good progress. For example, a key person knows that one of her key children has a fascination with how things work. She provides a range of activities, such as magnets and construction, to extend his learning through this interest. Staff's interactions with children are good. Staff listen closely to what children have to say. They model good language and introduce numbers and early writing into children's chosen play. For example, children are keen to 'write' letters, address their envelopes, add stamps and post them in the post box. Children who need additional support benefit from one-to-one attention, or very small group sessions to help them make good progress. Children build their social skills well during imaginative play.

Personal development, behaviour and welfare are good

Children play cooperatively, negotiating well with each other. When they feel unable to manage any minor conflicts, they turn to an adult for support. Consequently, there are very few disagreements. Children who prefer to learn outside are free to do so and all children benefit from outdoor play. Resources are stored so that children can find what they need. Staff successfully extend opportunities for them to be independent. For example, children choose the snack for staff to buy the following day, by looking through an illustrated book of options.

Outcomes for children are good

Children are well prepared for school. Older children follow stories well and join in with familiar text. They recognise their names, such as when they find their name card to register at the start of the day. Children of all ages show a determination to finish a task. For example, younger children show focused concentration as they master the use of scissors. Where children's starting points are lower than expected, they soon catch up and develop the confidence they need for future learning.

Setting details

Unique reference number	EY462801
Local authority	Hampshire
Inspection number	1069312
Type of provision	Full-time 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	36
Name of registered person	Dragonflies Early Years Partnership
Registered person unique reference number	RP906920
Date of previous inspection	28 January 2014
Telephone number	07721934143

Dragonflies Early Years registered in 2013 and is privately owned. The provision operates from a purpose-built building on the Bursledon School Campus in Southampton. The setting operates Monday to Friday, term time only, from 9am to midday and from 12.30pm to 3.30pm. The setting also offers a breakfast club from 8am to 9am and a lunch club between midday and 12.30pm. 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. The manager holds an early years degree and early years professional status.

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