

Green Dragon Nursery

2 Green Dragon Lane, London, N21 2LD



Inspection date	6 February 2018
Previous inspection date	17 June 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 are good role models. Children learn to share and take turns through play. They are polite and show respect to staff and each other from an early age. Children receive lots of praise and encouragement, which helps to support their developing confidence and sense of self-esteem.
- Partnerships with parents are good. Parents are encouraged to be very involved in their children's learning and care. Staff share how children are learning on a regular basis, offering parents ideas for how to build on this outside of the setting. Parents speak very highly of the staff and the provision.
- Children are learning how to be safe. They take part in regular emergency evacuation drills and keep their play environment free from hazards. For example, they pick toys up from the floor without being asked, push chairs under tables, and listen to and follow instructions from staff.
- Staff are vigilant in their supervision of children. Daily checks and thorough risk assessments of the premises, indoors and outdoors, are used to ensure all areas that children access are safe and secure.

It is not yet outstanding because:

- At times, staff do not use what they know of children's next steps during interactions to challenge their learning further and help them to make even better progress.
- Although the manager has systems to coach and mentor the staff team, she does not focus support sharply enough to help staff to consistently achieve the highest level in their performance.

What the setting needs to do to improve further

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

- support staff to use what they know about children at every opportunity to challenge and build on children's learning, to help them make even better progress
- sharpen the focus of staff's professional development and support, to increase their potential to deliver the highest-quality provision for children.

Inspection activities

- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management is good

The nursery is effectively led by a knowledgeable and skilled manager. With input from the well-qualified staff and parents, the manager evaluates the provision and identifies areas to develop even further. She and her staff team are committed to the ongoing improvement of the provision. The arrangements for safeguarding are effective. All staff complete child protection training and have a good understanding of the procedures they must implement to help safeguard children. They are aware of the possible signs of abuse. Staff build positive relationships with children and their families. The manager uses robust safer recruitment procedures and reviews these processes to check staff's ongoing suitability.

Quality of teaching, learning and assessment is good

Teaching throughout the nursery is consistently good. Overall, staff provide children with a range of activities that reflects their interests and next steps in learning. Children have good opportunities to select their own resources to adapt their play. They make decisions and direct their own learning. Children's language development is fostered well, including those who speak English as an additional language. Staff spend time talking and listening to children to build on their speaking skills. Staff read to children and give them time to repeat the words they hear in stories. When listening to a story about a train, staff ask toddlers what sound it makes. They show great enthusiasm as they say 'choo choo'. Children use their imagination well. They work together to decide how to 'style' staff's hair in hairdressing role play. Babies and toddlers enjoy using a range of construction materials to make towers. They squeal with delight as their tower falls down, clapping their hands and starting all over again.

Personal development, behaviour and welfare are good

Children have access to a stimulating learning environment inside and outside. Staff provide a good range of toys and resources. The nursery environment offered to children is welcoming and homely. Staff spend time getting to know each child. Care is tailored to meet children's individual needs. Children show secure emotional attachments to staff as they seek them out for reassurance or bring them into their play. Staff liaise well with parents to find out about children's needs when they first start at the setting. Staff use this information well to support children to settle, nurture their emotional well-being and to help establish their starting points in learning. Children are offered a healthy, balanced diet, contributing to their positive well-being. They have daily access to the outdoors, in which they have opportunities to explore and use their bodies.

Outcomes for children are good

Children are supported well to develop the skills they will need for their future learning and their eventual move on to school. Children begin to recognise letters and the sounds they represent. They 'hunt' for letters in the garden and think of words that begin with the letters they find. Children enjoy using numbers in their play. They count objects and show the correct number of fingers to represent numbers in songs and stories.

Setting details

Unique reference number	EY386301
Local authority	Enfield
Inspection number	1068918
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	20
Number of children on roll	38
Name of registered person	Green Dragon Nursery Ltd
Registered person unique reference number	RP904531
Date of previous inspection	17 June 2014
Telephone number	0208 360 1752

Green Dragon Nursery registered in 2009. The setting employs eight staff, seven of whom hold appropriate early years qualifications at level 2 or 3. The setting is open Monday to Friday from 8am to 6pm all year round, except for public holidays. It provides funded early education for two-, three- and four-year-old children.

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