

Little Dragons Child Care Centre



St. Georges C of E Primary School, London Road, St. Georges, Telford,
Shropshire TF2 9LJ

Inspection date	19 October 2018
Previous inspection date	28 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The quality of teaching is good and on occasions the deputy demonstrates exceptional practice. Staff place a high priority on engaging with children to promote their communication and listening and attention skills.
- Staff work closely with parents from the outset to find out about their children's development and swiftly identify any children with additional needs. Staff work closely with other professionals working with children to support positive outcomes.
- The committee supports the new manager and deputy well and they all share a clear vision and drive to build on the good practice achieved.
- Staff place a strong focus on promoting children's personal, social and emotional development. They provide a routine, which offers children many opportunities to help increase their confidence and independence.

It is not yet outstanding because:

- The manager and staff do not make the very best use of their assessment of children's learning to help identify very precisely the progress groups of children make, such as boys and girls, to help close any gaps in their learning rapidly.
- Staff do not consistently provide a rich range of activities to help promote children's learning even further in some aspects of their mathematical development, such as number, grouping and weight.

What the setting needs to do to improve further

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

- use children's assessment information meticulously to help identify very precisely the progress groups of children make, such as boys and girls, to help close any gaps in their learning rapidly
- provide a rich range of activities to help promote children's learning even further in number recognition, grouping objects and exploring weight.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the chair of the committee and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector took account of the views of parents.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of leadership and management is good

The manager and the chair of the committee have high expectations. There are robust systems to ensure the quality of teaching is good and improving. The manager supports staff well to raise their knowledge and skills through training opportunities and regular staff supervisory sessions. Arrangements for safeguarding are effective. Staff have a good understanding of child protection and wider safeguarding issues and the procedures to follow if they have a concern about a child. There are effective vetting and induction systems to ensure staff are suitable and clear about their roles and responsibilities. The committee regularly consults with parents and parent representatives for their views and opinions to help shape the service offered.

Quality of teaching, learning and assessment is good

Staff plan a broad range of experiences based around children's interests and a motivating range of topics. For example, staff provide an interest table, role-play area, stories and rhymes linked to the topic to capture children's curiosity quickly. The deputy is highly skilled and she demonstrates excellent practice in her interactions with children. For example, she creatively promotes children's early writing skills as she encourages children to draw and write with carrots, twigs and leaves. Staff use a good range of teaching strategies to help children progress. For example, staff divide children into small groups in relation to their age and stage of development and use a rich range of visual aids to capture their interest and encourage children to speak.

Personal development, behaviour and welfare are good

Snack time is organised well to help increase children's self-help skills, such as finding their name card, using tongs to serve their food and pouring their drinks. Children benefit from a healthy snack and staff teach children about the benefits of a healthy diet and limiting sugary food. Children behave well and help to create the rules in place. They respond quickly to changes in the routine. For example, children know it is time to tidy up when staff play music. Staff provide good first-hand experiences to teach children about the police, ambulance and fire service. The police visit regularly and teach the children how to keep safe. Staff confidently teach children about differences and challenge any negative stereotypes about groups of people.

Outcomes for children are good

All children, including those receiving additional funding and those who speak English as an additional language, make good progress and learn a wide range of skills, which prepares them well for school. Children enjoy their time at the nursery. They confidently demonstrate their chosen talent during their circus act, such as singing, playing an instrument, walking on stilts and dancing for the group. Children show a real interest in making marks, such as on the whiteboard as they confidently talk about their creations. They show an interest in their natural environment and help care for the vegetables in the garden. Children learn to negotiate and learn that the majority vote wins. For example, children vote on going outdoors or staying indoors and vote for which book they want to listen to for their story session.

Setting details

Unique reference number	EY413204
Local authority	Telford & Wrekin
Inspection number	10069833
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	28
Number of children on roll	40
Name of registered person	Little Dragons Child Care Centre Limited
Registered person unique reference number	RP903047
Date of previous inspection	28 October 2014
Telephone number	01952567756

Little Dragons Child Care Centre registered in 2006. It operates from the grounds of St George's Primary School in Telford, Shropshire. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for children aged two, three and four years old. The nursery employs 10 members of staff. Of these, one holds an early years qualification at level 6, four hold a qualification at level 3 and five hold a qualification at level 2.

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