

# Hatching Dragons Westminster

2 Monck Street, London SW1P 2BQ



<b>Inspection date</b>	25 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

### This provision is good

- The leadership and management team is strong. The area manager and manager provide good support for staff to ensure that they are skilled and well-trained practitioners.
- Key persons develop close relationships with their key children and families. Children know that they have someone special they can rely on in the absence of their parents.
- Staff accurately assess children's development and plan for their next steps in learning. Children make good progress from their starting points.
- Staff immerse children in English and Mandarin language. Staff ensure all children hear their home languages spoken in the nursery and help children to become effective communicators.
- Staff are good role models. They help children to understand, value and respect their friends.
- Children try hard to manage tasks, such as serving themselves food and pouring drinks. However, staff provide serving utensils and jugs that are too big for children to manage, which hampers their success.
- Although staff record children's hours of attendance, the provider does not ensure the system is reliable to provide staff with accurate details of children present on the premises should there be an emergency evacuation.

## **What the setting needs to do to improve further**

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

- provide appropriately sized equipment to enhance children's developing independence at mealtimes
- review systems for recording children's attendance to ensure there is one reliable and accurate account of children present on the premises should there be an emergency.

### **Inspection activities**

- The inspector sampled documentation, including about the staff's suitability and children's development.
- The inspector held discussions with the leadership and management team.
- The inspector completed a joint observation with the manager and area manager.
- The inspector observed the staff's interaction with children.
- The inspector accompanied staff and children to the park.

**Inspector**  
Ruth George

## Inspection findings

### Effectiveness of leadership and management is good

The provider meets regularly with the manager to review practice and identify enhancements to benefit children. For example, they have completed a full review of risk assessments to help ensure children's safety on outings. The area manager and manager work alongside staff to role model good teaching and learning for children. The manager reviews staff's assessments of children's development. For example, she compares groups of children's achievements, such as boys and girls and children who learn English and/or Mandarin as an additional language. She uses the findings with staff to focus planning specifically to build on children's learning. The manager monitors staff's understanding of their safeguarding responsibilities and provides regular training. Staff have a good knowledge of the signs that may show a child is at risk of harm. They know how to report any concerns to protect children's welfare. Safeguarding is effective.

### Quality of teaching, learning and assessment is good

The well-qualified and experienced staff plan an exciting range of activities for children. For example, they showed children how to open and close a peg in order to pick up a cotton wool ball and use it to dab paint on their pictures. Staff encouraged children to talk about the colours they were mixing. They asked children questions that helped them make connections between the colours and flavours of the ice-creams they had painted. Staff immerse children in a wealth of language from an early age. They teach babies to communicate using signs and build on their developing vocabulary as they play. Staff read children stories, and children join in with actions and sing familiar songs. They encourage children's mathematical skills alongside their play. For example, staff ask questions that help children to think and predict how many bricks they need to make a lollipop, and on completion to count the bricks used.

### Personal development, behaviour and welfare are good

Staff build good relationships with parents and together they give consistent care for children. The close bonds and professional affection shown to children ensure a warmth that helps children thrive. Staff respond to children's interests. For example, when babies showed curiosity in a ball, staff helped them to take turns rolling it back and forth to each other. They help babies and young children to develop friendships and to play happily together. Children are polite and behave well. Staff take children out daily to visit local parks. They teach children to master physical skills, such as learning to negotiate a cargo net, climbing up and over to land safely on a platform. Staff introduce children to each other's cultural and religious celebrations, including Chinese New Year and Easter.

### Outcomes for children are good

Young children quickly grasp strong communication skills in both English and Mandarin. They learn to talk confidently to staff and their peers. Children enjoy singing, dancing and playing musical instruments. Babies develop strength in their bodies. They hold their key person's hands to pull to standing and use the nursery furniture to support their first steps. Young children learn to cooperate with their friends and share resources. Older children are beginning to recognise the letter sound at the start of their name. They read their names on labels, for example to find where to hang their coat.

## Setting details

<b>Unique reference number</b>	EY557169
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10103120
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	27
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Hatching Dragons Ltd
<b>Registered person unique reference number</b>	RP910079
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	020 3912 2900

Hatching Dragons Westminster registered in 2016 and is located in the London Borough of Westminster. It opens from 8am to 6pm, Monday to Friday, all year round. There are six members of staff, including the manager. Of these, two hold an early education qualification at level 7 and three hold a qualification at level 3. The nursery is bilingual and promotes English and Mandarin.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

