

Inspection of Hatching Dragons Westminster

St James the Less Church School, 4 Moreton St, London SW1V 2QF

Inspection date: 24 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have a very strong sense of identity and belonging within this bilingual nursery and the local community. On the whole, children listen to and keenly practise their home languages, skilfully supported by the mainly bilingual staff team. Children see a range of interesting objects from around the world, such as an Australian didgeridoo. Staff use visual displays and dual language books to further develop children's understanding of diversity and inclusion. The nursery is fully inclusive for all children from a range of backgrounds, particularly those children who speak Mandarin.

Children of different ages show delight and enjoyment as they keenly explore a range of experiences. They consistently engage and participate in activities. For example, older children concentrate as they make marks to represent the Chinese alphabet. Toddlers excitedly bang tin pots with wooden spoons to help develop their imaginations and creativity. Children behave very well in this welcoming nursery. They eagerly follow routines, such as mealtimes, brushing their teeth and sleep routines. Children build warm relationships with their key staff, who are very enthusiastic, caring and attentive. For example, staff sit with children during sleep times and rub children's backs until they fall asleep. Children feel safe and they are emotionally secure.

What does the early years setting do well and what does it need to do better?

- Managers effectively review practice and provision to make continuous improvements. They successfully notify Ofsted and the designated officer of any significant events to keep them fully informed and to meet requirements.
- The manager monitors staff's performance well, overall, to help identify their strengths and where improvements can be made. Staff regularly attend supervision meetings and complete peer-on-peer observations to review their practice further. Staff say that they feel supported by managers to help promote their well-being. For instance, staff comment that they celebrate 'Employee of the month', and they have time to complete paperwork.
- Robust recruitment systems are in place to ensure that all staff working with children are suitable and continue to be suitable. Managers provide staff who are newly recruited, including bank staff, with an in-depth induction to help them understand their roles and responsibilities. For example, staff know what to do in the event of a fire, record children's attendance and supervise children to further maintain their safety and welfare.
- Overall, staff successfully promote children's early communication and language skills to a good level. Staff enthusiastically sing songs, complemented with a small keyboard, and read books in Mandarin and English. All children are immersed in a language rich environment, particularly their home language,

Mandarin. Although staff do not consistently expose some children to other home languages, such as English, to help them become confident bilingual communicators, in particular in the baby room.

- Children keenly talk about what they know and can remember, over time. For instance, children excitedly say, 'snails need shade' and enthusiastically talk about spiders from Australia. Children are fascinated by the snails that they find. They confidently use magnifying glasses to observe them. Staff teach children new words, such as 'slim' and 'trail', to further extend their vocabulary. Children are enthusiastic and motivated learners.
- Children are self-assured and independent. For example, older children eagerly tell visitors what their favourite toys are. They show respect for each other and take turns with toys. Staff teach children to take risks in a challenging environment. For instance, when playing outdoors, children confidently balance on crates and use climbing apparatus with ease and control to further promote their physical development.
- Children learn how to look after themselves. They know the importance of washing their hands and cleaning their teeth. Staff skilfully teach children how to keep safe, such as holding on and walking safely downstairs.
- The manager successfully explains the nursery philosophy and curriculum. Overall, the curriculum is well planned and sequenced to build on what children already know and can do. However, staff do not plan as many opportunities to promote children's early mathematical development. Parents say that they are kept well informed about the progress their children make over time. They report that their children make good progress, particularly in speaking Mandarin and in their personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm and keep them safe. They have secure knowledge of the signs of child abuse. Staff know what to do and who to contact if they have a concern about a child's welfare or if there is an allegation made against staff. Managers successfully follow procedures for ensuring staff's ongoing suitability.

What does the setting need to do to improve?

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

- explore further professional development opportunities to raise the already good quality teaching skills to an even higher level, particularly in relation to mathematics
- monitor and enhance staff's interactions, particularly in the baby room, to promote all children's home languages further.

Setting details

Unique reference number	2588366
Local authority	Westminster
Inspection number	10205131
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	71
Number of children on roll	35
Name of registered person	Hatching Dragons Ltd
Registered person unique reference number	RP910079
Telephone number	020 3912 2902
Date of previous inspection	Not applicable

Information about this early years setting

Hatching Dragons Westminster registered in 2021. It employs six permanent members of staff, including bank staff. Of these, four hold relevant early years qualifications at level 3 and 7. The setting opens all year round, Monday to Friday from 8am until 6pm. It provides funded early education for children aged two to four years.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This is the first routine inspection the provider received since COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in the evaluation of the provider.
- A joint observation of an activity was carried out by the inspector and manager to evaluate the quality of education.
- A meeting was held between the inspector and manager to discuss the arrangements for evaluation, safe recruitment and staff suitability.
- The inspector spoke to staff and parents at appropriate times during the inspection.
- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the manager and staff organise the curriculum and environment.

We carried out this inspection 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.

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