

# Inspection of Hatching Dragons City (registration until: 17 May 2022)

Hatching Dragons City, Ironmongers Hall, Shaftesbury Place, Barbican, London  
EC2Y 8AA

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Inspection date: 6 May 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are safe and happy at this nursery. They build strong relationships with staff. Children approach staff for comfort, reassurance or to enthusiastically share their ideas. They benefit from the many opportunities to access the rich range of resources within the local community, such as historical sites, art galleries, play areas and libraries. This supports children's physical development and their understanding of the world around them.

Children have freedom to make their own choices. For example, they can choose which adult's hand they would like to hold when they go on an outing. This helps children feel in control of what they do and empowers them to make their own decisions. Staff teach children consent by asking them if they would like a cuddle. This teaches children autonomy over their own bodies.

Staff and leaders have high expectations for every child and work hard to meet their individual needs. Children who speak English as an additional language are supported very well. Staff communicate with them in both their home language and English. This helps children to feel proud of their home language and to develop their communication skills.

Children behave very well. Staff model the rules they should follow clearly and consistently. They then praise children warmly when they follow these rules. This means that children understand the expectations of them well.

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

- The manager is passionate about ensuring that staff are well supported in developing their teaching skills. She models good practice and works alongside staff to support them in developing their teaching skills. The manager holds effective supervision meetings with staff in which she supports them in understanding how they can continue to develop professionally. This means that staff have the necessary skills to teach children to a good level.
- Staff support children in developing their independence well. Babies feed themselves very well with spoons. Older children are very proud to be the helper of the day and relish the chance to help tidy up after lunch. Children use their own initiative to wipe up any spillages as they play with water. This supports them in developing their self-esteem and self-care skills.
- The curriculum for communication and language is well embedded. Staff in the baby room narrate what the children are doing as they play. They sing enthusiastically and babies enjoy joining in with the songs and playing along with objects. This supports children to learn new words and to connect words to actions. Staff ensure that toddlers and pre-schoolers continue to develop their

language and communication skills as they get older. They read many books to the children and model new language.

- Staff think carefully how to give children plenty of opportunities for physical development. Children develop their gross motor skills as they run around outside, dance to their favourite music or walk up and down the stairs carefully. Staff plan many opportunities for children to develop their fine motor skills. For example, they make marks with paintbrushes in the sand, mix soil with a spoon or pop bubble wrap. This ensures that children make good progress in their physical development.
- Children play well together and staff teach them to resolve minor conflicts independently. For example, a child asks to join in with the game of doctors. Other children include this child straight away and share their doctor's equipment with them. This helps children to develop their social skills.
- Staff support children with special educational needs and/or disabilities well through partnership work with parents and others involved in children's care and learning. Leaders work hard to ensure that children receive any support necessary from external professionals or internally within the nursery.
- Leaders build strong partnerships with parents. They communicate regularly during the day via an app and send weekly newsletters to explain what the children will be exploring at nursery next week. Parents know who to speak to if they have a concern. They speak highly about the warmth of the staff and how the bilingual approach within the nursery helps their child to develop.
- On occasion, staff focus too much on trying to teach children to write and read words, letters or numbers before they have grasped other necessary skills that they need before learning this.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff use ongoing risk assessments effectively to ensure that children are safe within the setting and on outings. Staff are deployed well during the day so that children are well supervised at all times. Leaders and staff understand the necessary safeguarding processes that they need to follow if there is a concern about the well-being of a child or the actions of a member of staff. Important safeguarding information is displayed within the setting for staff to refer to.

## **What does the setting need to do to improve?**

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

- consider the age and stage of development of each child before asking them to attempt writing.

## Setting details

<b>Unique reference number</b>	EY561286
<b>Local authority</b>	City of London
<b>Inspection number</b>	10221863
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Hatching Dragons Ltd
<b>Registered person unique reference number</b>	RP910079
<b>Telephone number</b>	020 3912 2903
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hatching Dragons City re-registered in 2018. It is located in Barbican in the London Borough of City of London. The nursery is open each weekday from 8am until 6pm. The nursery employs 16 staff. Of these, seven hold early years professional status and four have other relevant childcare qualifications.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector reviewed documentation and a discussion was held with leaders.

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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