

Inspection of Little Dragons @ Micklefield

5 Micklefield Road, HIGH WYCOMBE, Buckinghamshire HP13 7EJ

Inspection date: 11 May 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Due to the COVID-19 pandemic, parents and children are greeted by welcoming staff outside the pre-school. Children confidently say 'goodbye'. They know the routines well. Children hang up their coats, place their lunch boxes on a trolley and chat to staff. The key-person system is working well. The youngest children explore, safe in the knowledge that their key person is close by to support them. If a child becomes upset, they are skilfully comforted by attentive staff. They know the children extremely well, which enables them to instantly reassure them, so they feel safe and secure.

Children develop good levels of independence. For example, on arrival children complete self-registration tasks. They self-select their name card and proudly place it onto a board. Children behave well and develop good social skills. They receive clear guidance and explanations from staff. This gives children confidence to participate and develop a can-do attitude to learning. For example, they concentrate hard on tasks, such as writing their name. Children carefully follow instructions from staff as they draw people with chalk on the ground.

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

- The manager and staff have a good understanding of their curriculum intent and what they want children to learn. Staff know their key children well and plan activities that capture their interests and support their ongoing development. The manager and staff evaluate the impact of activities on children's progress.
- Staff promote equality and diversity well. Children learn about each other's cultures through books and a wealth of creative activities. For example, children learn about Eid and Chinese New Year, making cards and cooking cultural dishes.
- The dedicated provider and manager work together effectively to ensure the smooth running of the pre-school. They provide good support to the staff and actively promote their positive emotional well-being. Staff are valued and share their skills and ideas to make improvements to the pre-school. They attend training to enhance their knowledge and children benefit from fresh approaches to learning and new activities.
- Leaders have designed the environment, so that children can explore and practise what they have learned in all areas of learning. This includes mathematics. Children use resources to count, recognise numbers and play games to help build their concept of the value of numbers. Staff skilfully interact with children to promote mathematical vocabulary that will help their future learning. For example, children count the legs on a spider and compare how many eyes they have as they draw themselves.
- Key persons use information gained from their observations of children to plan a

range of enjoyable and interesting learning experiences. However, key persons are yet to find fully effective ways to encourage parents to share children's learning and achievements from home and, inform the planning and assessment and fully support their progress to the highest level.

- Overall, staff promote children's communication and language well. They encourage children to respond to questions as they read stories to them and give children time to think when they ask them questions. However, on occasion, staff do not use correct names when modelling language. For instance, they say 'doggie' and 'horsey' instead of 'dog' and 'horse'.
- Children understand the importance of good hygiene routines. They wash their hands before meals and staff encourage children to wash their hands for a longer period of time to 'wash away the germs they cannot see'. Children learn about making healthy choices. For instance, they refer to a 'healthy eating' board as they eat their lunch, identifying whether food is healthy or unhealthy.
- Staff support children with special educational needs and/or disabilities well. For instance, children spend one-to-one time with individual staff and in small groups. Staff work closely with other professionals and follow their guidance when targets are set for children. This has a positive impact on children's care and learning. Staff support children who speak English as an additional language. For example, they find out words in their home language and use these to communicate with children.

Safeguarding

The arrangements for safeguarding are effective.

All staff are trained to recognise the potential signs of abuse and neglect. There are very clear procedures in place to follow, should they have a concern about a child. Paperwork is accessible and all staff are clear about what to record and where to file the information confidentially. Information about which agencies to report their concerns to are shared with staff, so that referrals can be made quickly. There is a strong strategic lead with two members of staff taking the responsibility for safeguarding. Team meetings are used to discuss different areas of safeguarding, such as the 'Prevent' duty, to ensure that staff remain as vigilant as can be. The staff team are aware of whistle-blowing, should they have a concern about a colleague. They know to report concerns to the local authority.

What does the setting need to do to improve?

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

- build on ways to encourage parents to contribute to their children's development to promote a shared care approach to their ongoing learning
- ensure staff consistently use the correct names for objects when talking with children, to help children to develop good speaking skills.

Setting details

Unique reference number	EY479667
Local authority	Buckinghamshire
Inspection number	10228911
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	19
Name of registered person	Aitchison, Paul Kilby
Registered person unique reference number	RP904272
Telephone number	01494 530468
Date of previous inspection	22 September 2016

Information about this early years setting

Little Dragons @ Micklefields registered in 2014. It is located in Micklefield, in High Wycombe, Buckinghamshire. Opening times are 9.15am to 3.15pm each weekday, during school term times. The setting receives funding for the provision of free early education to children aged two, three and four years. There are five staff, all of whom, all hold an appropriate childcare qualification at level 2 and level 3.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- This was the first routine inspection the provider 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 inspector completed a learning walk together and the manager explained what activities are on offer for children and why.
- Children talked to the inspector at various times throughout the inspection and she took account of their views.
- The inspector held discussions with a number of parents prior to the inspection. She took account of all views.
- The inspector spoke to staff, the provider and the manager. She checked the staff's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of staff's suitability and qualifications.
- The inspector held discussions with the manager about her leadership and management. They discussed several aspects, including the process of self-evaluation, plans for continual improvement and staff supervision.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022