

Inspection of Little Dragons Day Nursery Limited

Pattishall C Of E Primary School, Towcester NN12 8NE

Inspection date: 18 August 2022

| Overall effectiveness | Outstanding |
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this incredibly calm and nurturing nursery. They have close relationships with staff, feeling safe and secure to leave parents as they arrive. Children's behaviour is exceptional, as they respond positively to the expectations of staff. Children develop excellent independence skills. They learn how to put waterproof clothing on as they get ready to go outside. Staff encourage them to persevere as they seek to fasten the clips on their trousers. When older children hear the tidy-up music they independently sweep up spilled sand and say they do this so 'we do not slip'. This shows they have awareness of how to keep themselves and others safe.

Children are eager to learn as staff provide a vast range of activities that capture their interests and imagination. Younger children learn how to use small tools and equipment, such as pipettes. They show deep levels of concentration as they develop their small-muscle skills, learning how to squeeze the pipette to suck up vinegar. Children smile as they release it onto bicarbonate of soda, then watch in amazement as it begins to bubble. They learn to talk about their experiences as they are encouraged to describe what they see, exclaiming 'it's frothy'. Staff plan numerous outdoor experiences for children. Older children spend time in the forest school area, where they learn to use natural resources to be creative. Staff encourage them to recall previous learning as they discuss the changing colours of the leaves on the trees. This deepens children's knowledge of the world around them. Children develop their problem-solving skills as they are encouraged to discuss together how they can make a watering can lighter in order to move it.

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

- The manager and her team are passionate about the care they provide for children. They deliver a broad curriculum that follows children's needs and interests, allowing them to make excellent progress in all areas of learning. Staff know the children and families extremely well. Parents say their children have 'blossomed' since attending, and report communication from the nursery is excellent. Staff share in-depth information with parents regarding their child's ongoing development and progress. Parents are invited to regular parent meetings, where they can talk more in detail about their children's different areas of learning.
- Parents report staff support children's transition to school exceptionally well. Staff share information with parents about how they can support their child to be school ready, as well as facilitating time for children to explore their new school grounds and visit their classrooms. This prepares them well for their next stage in education. Staff recognise the importance of working in partnership with other settings children attend. The manager is proactive, as she set up a

network group for other providers in the area, enabling them to share good practice with each other.

- Staff provide a language rich environment, enabling children to develop excellent communication skills. They interact with children constantly to extend their vocabulary. Staff use Makaton signs as they play and talk with children, teaching them different ways of communicating. Children learn about rhythm and rhyming words as they take part in music sessions. Staff introduce what a 'beat' is as children tap sticks together in time with songs.
- Staff skilfully extend children's learning. Older children enthusiastically make fruit tea outside mixing different teabags with water. As children use a variety of tools, they remark 'the water looks different'. Staff encourage them to think and discuss why the water might be changing colour. As children play staff introduce the concept of subtraction, extending children's mathematical knowledge. They discuss what is one less than two as they count down the days before children leave and go to school.
- Children confidently tell visitors why they wash their hands at nursery, saying 'germs can give you a cough'. They show an awareness of people who help us as they recall a trip to the dentist, recapping that dentists 'look at your teeth'. Staff further develop their knowledge by introducing new words, such as 'molar', as they discuss different types of teeth. This contributes to children understanding what a healthy lifestyle is.
- Children demonstrate high levels of resilience in their play. For example, younger children are tenderly encouraged by staff to try again as they wobble off a wooden beam. Children smile as they are praised for a can-do attitude towards repeating the task. Older children show an excellent awareness of how to stay safe. They identify risks as they state a tree is 'too slippery' as they try to climb it.
- The manager provides staff with regular training opportunities, enabling them to continually develop their knowledge and skills. This benefits the children, as staff maintain exceptional interactions with them. The manager constantly drives improvement with the help of her staff team. During the COVID-19 pandemic, the manager kept in regular contact with the families and staff to support their well-being. She provided families with ideas to continue children's learning at home. Staff work exceptionally well together and report the manager supports their well-being extremely well.

Safeguarding

The arrangements for safeguarding are effective.

Staff maintain their excellent knowledge of different types of abuse, and continually build on their understanding of how they can keep children safe from potential harm. Safeguarding training is of the utmost importance for all staff and is refreshed regularly. The manager regularly tests staff knowledge during team meetings. Staff are fully aware of the importance of recording any concerns they have, and know who they report these to inside and outside of the nursery. The manager is aware of her responsibility to check that staff who work with children

are suitable to do so. Staff deploy themselves well, both indoors and outside, keeping children safe as they play.

Setting details

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| Unique reference number | EY554359 |
| Local authority | West Northamptonshire |
| Inspection number | 10174533 |
| 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 | 0 to 4 |
| Total number of places | 32 |
| Number of children on roll | 46 |
| Name of registered person | Little Dragons Day Nursery Limited |
| Registered person unique reference number | RP554358 |
| Telephone number | 01327830202 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Dragons Day Nursery Limited re-registered in 2017 and operates from within the grounds of Pattishall Church of England Primary School, in Towcester. The nursery employs 15 members of childcare staff. Of these, 12 hold early years qualifications at level 2 and above, with three staff holding qualified teacher status. The nursery also offers before- and after-school care for children from the school. It opens from Monday to Thursday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The inspector and the manager completed a learning walk together. The inspector spoke with the manager and staff to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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