

Inspection of Little Dragons Nursery

57-59 Bath Road, Reading, Berkshire RG30 2BA

Inspection date: 20 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle well and are warmly greeted by staff on arrival. They are happy and secure in their environment with a willingness to learn. Staff know children well and focus activities on their initial interests. Children benefit from learning opportunities, respond positively and staff extend this learning. For instance, children show an interest in patterns. Staff support this interest with activities using paints with vehicles, play dough with tools that leave different marks and flour play, where children explore different patterns and prints. Children show high levels of curiosity while engaged in their play, and wallow in their experiences.

Children are encouraged to help each other and form good relationships. Staff use positive reinforcement and behavioural expectations so that children have a sense of belonging and feel safe and secure. Leaders and staff have good knowledge of the children's community and make good judgements about the experiences that they offer. For example, the pre-school pets bring the children joy and responsibility. Children are enthusiastic to feed, clean and care for them. This supports the children's well-being and offers opportunities for learning in all areas.

Children are polite, respond positively to each other and benefit fully from well-developed educational opportunities. Positive relationships are encouraged, and staff model expected behaviours well.

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

- Staff have a clear idea of what they want the children to learn. They have created an environment that supports their curriculum intent, with a strong focus on the children's interests. This is where they feel children learn best.
- Managers and staff know the children well and have a good understanding of the community they live in. Managers identify areas to enhance experiences, and improvements are made. For example, parents are invited into the setting to share their job roles and responsibilities. Children's learning is enriched and extended.
- The key-person system is effective. Warm interactions help children settle well. Staff are emotionally available and sensitive to their needs. However, at times during the daily routine, staff do not consistently talk to and interact with the youngest children to enhance their language skills.
- Staff have high expectations for children and model the behaviour that is expected. Staff promote good hygiene habits and encourage children to help each other and build friendships.
- Managers are committed to continual improvement. For instance, recommendations from the last inspection have been met. Managers and staff understand what children can do and can identify areas where children need

support.

- Managers and staff are inclusive and promote equality. Children's home languages are supported and embedded in the daily routine and play. For example, the youngest children have recording devices to listen to their parents/carers speaking in their native language. Parents/carers from different cultural backgrounds are invited into the setting to read stories and cook food. Children are encouraged to reflect on their differences and what makes them unique.
- Staff have a good understanding of the curriculum. They provide opportunities to further the children's learning and build upon their interests. However, staff do not always understand the sequence of development for the youngest children to move them on to their next step and help them make the best progress.
- Children enjoy being outside. They have plenty of space and the outdoor area is well resourced to support children's learning. For example, children enjoy mud areas where they can transfer soil to different pots using various tools.
- Staff and leaders use assessment well to reflect and inform teaching. Parents are given good feedback to understand what their children are learning. Children's achievements are celebrated and shared with parents/carers.
- Managers support staff in their development. Staff use their new knowledge and implement it into their practice.

Safeguarding

The arrangements for safeguarding are effective.

Managers promote a culture of watchfulness and vigilance, which is embedded in practice. Regular training gives staff the confidence to follow procedures and act promptly when reporting safeguarding and child protection concerns. Staff fully understand the role and responsibility they have to protect children. They identify, assess and remove possible risks to help keep children safe. Rigorous recruitment checks are carried out by the provider to ensure the suitability of the staff working with children. Staff respond swiftly and appropriately to first-aid requirements to ensure the safety of the children.

What does the setting need to do to improve?

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

- create a language-rich environment for the youngest children to further enhance their communication and language skills
- develop staff knowledge to effectively build on younger children's learning, to inform and support their next steps in learning.

Setting details

Unique reference number	EY263914
Local authority	Reading
Inspection number	10234730
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	64
Number of children on roll	57
Name of registered person	Berkshire Healthcare NHS Foundation Trust
Registered person unique reference number	RP909253
Telephone number	01189 585316
Date of previous inspection	1 March 2017

Information about this early years setting

Little Dragons Nursery opened in 2003. It operates from the grounds of the Berkshire Healthcare NHS Trust premises in Reading, Berkshire. The nursery is open from 7.30am to 6pm, Monday to Friday, throughout the year, with the exception of bank holidays and the days between Christmas and New Year. There are 15 members of staff working with the children. Of these, 14 staff have relevant early years qualifications and one member of staff has gained early years professional status. The nursery receives funding to provide free early years education to children aged two, three and four years.

Information about this inspection

Inspector
Kelley Ellis

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager completed a joint observation and a learning walk.
- The inspector spoke to children and parents to gain their views on what it's like to be at this setting.
- The inspector spoke to staff to understand their knowledge of the children and how they would respond to safeguarding concerns.
- The manager and the inspector completed a leadership and management discussion.

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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