

Inspection of Little Dragon's Nursery

4 New Street, Stourport-On-Severn, Worcestershire DY13 8UN

Inspection date:

25 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and secure in this nursery. They enjoy the wide range of activities on offer. For example, they mix the ingredients together to make play dough and enjoy squeezing, squashing and rolling it into shapes. They use words to describe what they are doing, saying, 'I'm rolling it flat' and 'press, press, press.' Children have lots of opportunities to listen to and join in with singing. For example, babies smile with glee and bounce happily as they listen to staff singing familiar nursery rhymes. Older children join in with familiar songs, which encourages them to use the muscles in their mouth and make a variety of different noises. Favourite stories are retold by staff and children at regular times throughout the day, which helps to nurture a love of books and stories.

Children explore and investigate the range of learning opportunities on offer. Babies and younger children touch and squeeze the cold, coloured spaghetti. They listen to the sound of the bubble wrap popping as they crawl or toddle across it. Older children engage in imaginary play as they put bandages on their poorly dolls and take them to hospital in the dolls' wheelchairs. Staff consider how to extend children's interests in play and introduce enhancements to support learning.

Interactions with babies and younger children are strong. However, staff's teaching of older children is variable. The quality of interactions that stimulate and motivate children to learn is inconsistent. While these interactions are pleasant, at times some staff hover and supervise children rather than engaging in meaningful learning opportunities. This means that not all children are making as much progress as they could be.

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

- The nursery has recently experienced some disruption, with changes in staff working with older children. However, the owner, who is also the manager, demonstrates a good vision for the setting and is very involved in improving practice. She has a positive attitude and a clear focus for improving the quality of care and education that children receive. She models good practice, as she spends time leading learning for older children.
- There is a clear structure for staff supervision and appraisal. The owner meets with all staff, and there is a focused action plan in place for professional development and improvement. She is following her plan to improve the quality of teaching for older children and monitors the already good experiences for babies and younger children.
- Staff know about child development and confidently highlight gaps in learning. As a result of ongoing assessment, staff who work with older children focus on personal, social and emotional development, as well as communication and

language development. They are learning from the nursery owner so that teaching in this area is improving.

- Staff who care for babies and younger children use their secure knowledge of child development to provide interesting, exciting and challenging learning opportunities. They implement the curriculum so that it gives children time to make good progress. For older children, there are gaps in staff's knowledge of how children learn and how to teach effectively. This means that the curriculum is not embedded well enough to support good progress and to ensure it is ambitious in all areas of learning.
- Children enter the nursery confidently and play happily alongside their friends. Staff are sensitive as they help younger children and babies settle. They allow them time to adjust before involving them in daily activities. Older children behave well because staff encourage them to take turns, listen to their friends and share the toys with others. However, transitions between activities are sometimes too lengthy, such as when children wait to go outside to play. This means that children become bored and distracted.
- Children have good opportunities for physical development. They enjoy fresh air and exercise in the good space outside, and they get more exercise inside, with dance and movement. Younger children feed themselves and reach for a drink when they need one. However, older children do not have enough opportunity to be independent, such as during meal and snack times or when getting ready to go outside.
- Parent partnerships are strong. Parents comment that they are very happy with the homely, nurturing nursery. They appreciate how staff access the local community with the children, who are taken on visits to the local park, library and join in with community activities. Partnerships with other professionals are secure. This means that when nursery leaders have concerns about children's development, they are able to seek advice.

Safeguarding

The arrangements for safeguarding are effective.

The owner ensures that staff complete safeguarding training regularly so that they are aware of their responsibilities. Staff describe the signs and symptoms that might show a child is at risk of abuse. They understand the policies and procedures to follow if they have a concern about a child. Staff are aware of their role in relation to the 'Prevent' duty guidance. They know about the signs to be aware of if a child or colleague is at risk of radicalisation or extremism. Staff complete daily safety checks of areas used, and this helps to ensure that children are safe. Security is a priority, and the system for entering the building has been carefully considered to ensure children's safety.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide staff with professional development opportunities that build their knowledge of how children learn and continually improve the teaching of the curriculum	28/04/2023
raise the quality of interactions and teaching to ensure that staff consistently guide children's development to a good level.	28/04/2023

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

- better organise transition times between indoor and outdoor play so that children are not bored
- broaden staff's understanding of how to better support children's independence, such as during snack and mealtimes.

Setting details

Unique reference number	2569786
Local authority	Worcestershire
Inspection number	10250852
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	39
Number of children on roll	39
Name of registered person	Little Dragon's Nursery Ltd
Registered person unique reference number	2569785
Telephone number	01299213133
Date of previous inspection	Not applicable

Information about this early years setting

Little Dragons Nursery registered in 2020. The provider employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The nursery operates all year round. Sessions are available Monday to Friday, from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

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 inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting and completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff.
- The inspector took account of the views of parents.

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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