

Inspection of Magic Dragon Pre-School

Church of Good Shepherd Hall, Bishop Road, Bishopston, Bristol BS7 8NA

Inspection date: 27 April 2023

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 thoroughly enjoy their time at this welcoming and stimulating pre-school. They eagerly anticipate the start of their day and greet staff with huge smiles upon arrival. Children actively engage in self-registration by selecting their own, coloured brick with their name on it, fostering a strong sense of belonging with the setting. They quickly choose and engage in the range of interesting activities on offer.

The manager and staff carefully design an inclusive and well-sequenced curriculum around all children's interests and developmental needs, particularly those with special educational needs and/or disabilities (SEND). They know children very well and plan a range of activities across all areas of learning. The setting's curriculum is effective in helping children make good progress and acquire the necessary skills to feel confident as learners, and well-prepared for their future learning. Younger children participate in small-group activities. They joyfully sing and use words to communicate and respond to questions, while holding their favourite soft-toy animals. This activity supports the development of their listening, attention and language skills. Older children respond positively to staff challenges to recognise letters on food boxes, practising their literacy skills. Children feel safe and secure as they form respectful and trusting bonds with caring staff, who offer support and comfort.

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

- The manager and staff foster children's independence by helping them develop important life skills, build confidence and nurture a sense of autonomy. Children are responsible for hanging their own coats and bags on designated pegs. During snack time, younger children complete simple tasks, such as pouring cereal into their bowls and cleaning up any spills. Older children take on the role of helpers by distributing cups and pouring milk without spilling.
- Children explore different cultures and participate in cultural celebrations. The manager and staff encourage children and families who speak English as an additional language to share aspects of their home language and culture with the setting. However, staff do not always incorporate words from children's home languages in their play and learning to further enhance children's language development.
- The manager and staff model positive behaviour and teach children social skills, such as sharing, kindness and using phrases such as 'please' and 'thank you'. Children listen well and follow instructions, learning about respect and positive social interactions.
- The manager and staff have extensive knowledge and work to implement various learning approaches to support children's communication and language. For example, they use sign language, visual aids and clear verbal instructions to

promote speech and language development. Children respond positively and their language skills develop appropriately for their age. However, at times, staff do not always use these approaches consistently to reinforce children's understanding of their expectations, particularly those with SEND.

- Children learn mathematical concepts and number skills through storytelling and daily activities, such as counting the number of children during welcome time. Staff skilfully introduce numbers, helping children gain a deeper understanding of their use.
- The manager and staff provide age-appropriate opportunities for children to improve their motor skills through activities, such as obstacle courses or outdoor walks. Older children write on whiteboards, and younger ones manipulate the dough. These activities help children become more physically competent.
- Children benefit from meaningful learning experiences. The manager and staff encourage children's creativity and imagination through role playing in the home corner, creating art on the easel and playing collaboratively in the outdoor-kitchen area.
- Parents speak highly of the setting and all staff members. Staff share information about the learning plans for the week ahead, which helps parents feel engaged and informed. Parents also comment on the children's progress and express gratitude for the care and education they receive at the setting.
- The manager and staff focus on improving their skills through training. They work hard as a team and reflect on their practice to make sure they give the best care and education to the children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand their role and responsibility to protect children from harm. They are aware of potential signs and symptoms that a child may be at risk of abuse, including exposure to extremist views and behaviours. Staff have an appropriate understanding of procedures to follow if they are concerned about a child's welfare. Staff supervise children very well. The premises are safe and secure.

What does the setting need to do to improve?

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

- strengthen the support for children who speak English as an additional language to further enhance their language development
- ensure that all staff use consistent approaches when reinforcing children's understanding of their expectations, particularly those with additional needs.

Setting details

Unique reference number	107008
Local authority	Bristol City of
Inspection number	10279866
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	15
Name of registered person	Magic Dragon Pre School
Registered person unique reference number	RP901068
Telephone number	07971 421834
Date of previous inspection	7 September 2017

Information about this early years setting

Magic Dragon Pre-School registered in 1970. It is located in Bishopston, Bristol and is run by a committee. The pre-school is open from 9am to 1pm, Monday to Thursday, during term time only. There are five staff working with the children. The manager and two other staff members hold a postgraduate qualification at level 7, and two other staff hold an appropriate qualification in childcare at level 6. The setting receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Stella Orfanidou

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation of a group-time activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.

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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