

# Inspection of Kids N Co Dragons Playgroup

St. Georges Hall, Kendale Road, BRIDGWATER, Somerset TA6 3QE

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Inspection date: 24 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 quickly on arrival. They are eager to explore the exciting environment and well-prepared activities. For example, children start creating collages, selecting materials and independently using scissors. They enjoy mark making in dry sand, drawing shapes and letters. Children explore using magnifying glasses and explain how it makes things bigger. They happily come together for their morning circle time, where they enthusiastically join in with familiar songs and routines, such as counting how many children are present. Snack time is a very social event, with children sitting at tables with cloths. They gain good independence and physical skills as they pour their drinks, butter their crackers and chop their fruit. Children develop good manners and understand what is expected of them.

Staff plan well, using children's interests, so they become engrossed in the learning. For example, through their fascination with bugs, children use books to look at small creatures. They find out about bees laying and hatching their eggs and notice a wasp's stinger. Staff extend children's vocabulary, for example, naming a praying mantis. In addition, children learn how to use technology to gain information, such as zooming in to look at a spider's eyes. Children then thoroughly enjoy creating their own creatures out of clay.

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

- The manager has an ambitious curriculum for all. Staff focus on and embed children's prime areas of development to prepare them well for school. Children become confident communicators, asking and answering questions and recalling previous learning. Staff encourage conversations and recast mispronounced words, supporting children's language skills successfully. Children thoroughly enjoy stories; they freely use books and concentrate fully at group story time, excitedly responding because the manager engages them well.
- Staff observe and monitor children effectively, so they know what they can already do and what they need to be learning next. With the good support of the special educational needs co-ordinator, they quickly identify where children may need additional support and ensure that families receive the help they need. The manager makes good use of early years pupil premium funding to help narrow any gaps in children's development. For example, there is a higher staff ratio to support children with special educational needs and/or disabilities (SEND). In addition, they have purchased book bags for all children to take home.
- Children are active learners and teaching is consistently good. Staff engage well in children's fascinations, extending their knowledge successfully, such as by naming butterflies while they watch their shadows. However, on occasions, staff

solve problems for children, so they do not consider their own solutions and find out if they work.

- Since the COVID-19 pandemic, staff have had training in emotion coaching and focused on supporting two-year-olds. Overall, children behave well. When squabbles happen, staff intervene and talk about how others might feel. However, sometimes they are quick to find solutions, such as providing alternative resources. Therefore, they are not consistently supporting older children to resolve conflict for themselves.
- Children have daily opportunities to be outdoors and be active. They put on hats and sunscreen to protect them from the sun and learn good hygiene practices. Children play and eat in clean premises and staff have a good understanding of their dietary requirements. Children are eager to go to their allotment, where they plant and grow their own produce. This helps children to understand where food comes from and why healthy eating is important.
- Parents confirm how well the manager and staff work with them, exchanging good information. They comment on the rapid improvement in their children's language skills and confidence. Several confirm how children with SEND receive good support, and how the manager and staff ensure that when children go to school they flourish.
- The manager observes staff and holds supervision meetings with them to discuss their welfare, successes, development needs and any concerns. They are all involved in evaluating their practice. They assess their activities and discuss practice at team meetings. Staff ask parents for feedback at their children's progress reviews, to help them ensure continuous improvement.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff regularly update and extend their safeguarding knowledge. Staff know their whistle-blowing procedures well and would not hesitate in reporting any concerns to the local authority designated officer. The premises are well maintained and secure. Staff deploy themselves effectively so children can safely use the indoor and outdoor environments. Staff involve children in considering risks, so they have a good understanding of safety. For example, on walks to the allotment they know to hold hands, not to touch nettles and to sneak past a house so the dog will not bark!

## What does the setting need to do to improve?

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

- develop consistency in helping older children to manage and resolve conflict
- help children to think of ways to solve problems and find out if they work, to extend their critical thinking even further.

## Setting details

<b>Unique reference number</b>	142898
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10288804
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Kids N Co Playgroup Committee
<b>Registered person unique reference number</b>	RP522257
<b>Telephone number</b>	07964091544
<b>Date of previous inspection</b>	1 November 2017

## Information about this early years setting

Kids N Co Dragons Playgroup registered in 1992. The playgroup opens Monday, Wednesday, Thursday and Friday from 8.30am to 4pm, and on Tuesday from 8.30am to 12.30pm, during school term time only. The committee employs five members of staff. Of these, one holds an appropriate early years qualification at level 4, three at level 3 and one at level 2. The playgroup receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Elaine Douglas

## 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 spoke to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the staff, parents and children during the inspection and took account of their views.
- The inspector observed the quality of education indoors, outdoors and at their allotment, and assessed the impact this was having on children's learning.
- The manager and inspector held a leadership and management meeting and the inspector checked relevant documentation to demonstrate the suitability of staff.

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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