

# Inspection of Little Dragons Preschool

The Village Hall, The High Street, Ogbourne St. George, Marlborough, Wiltshire  
SN8 1SU

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Inspection date: 13 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish under the deeply nurturing care of the pre-school staff. They quickly build strong relationships with staff and other children. They are full of confidence as they greet friends and staff and eagerly join in with activities. They play cooperatively and solve problems together. For example, children take turns to place blocks as they build a tower. They laugh when it topples and start again, remembering and refining their ideas to build a more stable base. Younger children carefully balance along the edge of the sandpit. They are thrilled when they can do it and run around to have another go. Children are highly independent. For example, they fetch kitchen roll to wipe up spills and find a large box and planks to make a 'hot tub'. Children are exceedingly creative and confidently develop their ideas.

Children's behaviour is very good. They follow the staff's outstanding example and are kind to each other, sharing and helping. Staff help them sort out minor disputes and express their feelings. They learn ways to manage strong emotions, such as finding a quiet space to feel calm. Staff have extremely high expectations of all children. They provide an exceptionally well-balanced curriculum that helps children develop key skills. Children communicate clearly and are independent, resilient and highly motivated to learn. Children, including children from disadvantaged backgrounds, are extremely well prepared for starting school.

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

- Managers use effective, focused professional development to build their own and staff's knowledge and teaching skills. For example, they use music and singing throughout the day, which has greatly improved children's listening and language skills.
- Staff know each child and their needs exceptionally well. They gather a wealth of information from parents and involve them fully in their children's care and learning. They promptly spot children at risk of falling behind and provide additional support to help them catch up. Staff work closely with parents and other professionals to help children make the progress they are capable of. Before children start school, staff share information with reception teachers and ensure that any additional support is in place.
- Staff support children's language incredibly well. Younger children become confident talkers as staff describe what children are doing and introduce new words. Staff provide opportunities for children to practise using new words. For example, older children consider the meaning of 'artificial'. They use the word accurately when they make 'artificial' robot arms from cardboard tubes.
- Children gain a secure understanding of number. Staff use real-life activities to

help reinforce children's understanding. For example, staff show children how to cut bread into quarters to share one piece of bread between four children.

- Staff use spontaneous teaching opportunities exceedingly well. For example, when children compare their drink bottles to see which is 'tallest', staff introduce rulers. Staff invite children to 'estimate' who has grown the tallest bean. They use the ruler to check if they were right. This highly effective teaching accelerates children's learning.
- Parents express their immense gratitude to the staff, who they describe as 'wonderfully warm and caring'. They say that they 'go way beyond their jobs' in helping them to improve their children's development and well-being. Staff build strong and trusting relationships with parents, who say they are confident to share their worries with 'non-judgemental' staff.
- Children develop a love of reading. Staff carefully choose the books and songs that they want children to know thoroughly. They understand that these are critically important in supporting children's language. They encourage parents to read with their children. They hold reading events such as 'bears at bedtime' and arrange for specialist teachers to talk about the value of reading to children. Parents say they enjoy reading with their children, which has helped to develop children's speech.
- Staff help children to hear sounds in words, and older children begin to link some sounds to letters. Children develop early writing skills. For example, younger children make marks in sand, and older children use pencils and notepads to take 'orders' for their café. They gradually gain the skills they need in preparation for starting to read and write.
- The curriculum promotes children's good health. Staff give parents helpful advice on healthy eating and oral hygiene. Children are active and spend much of their time outside. Staff encourage them to take risks safely. Together, children design and build raised walkways. They balance and jump in imaginative ways. They are strong and agile.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff continually monitor children's well-being, and they are highly alert to the signs that children may be at risk of harm. They complete regular training and research to ensure their knowledge is up to date. They have a clear understanding of how to record and report any concerns, including what to do if an allegation is made about a member of staff. Staff work closely with other professionals, such as the children's centre staff, to help protect children and their families. Recruitment procedures are thorough, and managers check the ongoing suitability of staff.

## Setting details

<b>Unique reference number</b>	146029
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10264388
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Little Dragons Pre-school Ogbourne Committee
<b>Registered person unique reference number</b>	RP908670
<b>Telephone number</b>	0785 5026083
<b>Date of previous inspection</b>	14 June 2017

## Information about this early years setting

Little Dragons Preschool registered in 1984 and is located in Ogbourne St George, near Marlborough, Wiltshire. It opens each weekday, during school term time only. Sessions are from 9am to 3pm on Monday, Tuesday, Wednesday and Thursday and from 9am to 1pm on Friday. The pre-school receives funding for the provision of free early years education for two-, three- and four-year-old children. Three members of staff work directly with the children. They all hold suitable childcare qualifications at level 3 or above, including the joint manager, who holds qualified teacher status.

## Information about this inspection

### Inspector

Rachel Edwards

## 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 this into account in their evaluation of the provider.
- The staff and managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children played with the inspector and talked about what they were doing.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector discussed the leadership of the pre-school with members of the committee and the managers. The inspector spoke with staff at appropriate times during the inspection.
- Parents shared their views of the pre-school with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff and evidence of their qualifications and training.

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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