

# Inspection of Red Dragon Pre-School

c/o St Blaise School, Milton Heights, ABINGDON, Oxfordshire OX14 4DR

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Inspection date: 18 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children are confident, happy and independent at this welcoming pre-school. They arrive with excitement for their day ahead. Children chat with each other as they put away their belongings. Staff warmly receive every child with a personal greeting. Children follow the staff's lead, showing compassion and kindness towards each other. For example, the younger ones respond with a big smile when asked by the older children if they are alright. This helps to create an atmosphere of care and mutual respect.

Children understand and follow the rules which are the same at the neighbouring school. This aids a smooth transition for those children who are ready for their move to this school. Staff praise children and award a 'kindness token', when they are spotted following these rules. Children talk with enthusiasm about going to school. Staff prepare them well and work closely with early years teachers to plan suitable activities and ensure continuity. For instance, children practise putting on a school uniform, fastening buttons and changing back again.

Leaders and staff identify the impact the COVID-19 pandemic has had on children's opportunities to learn about the local area. They ensure that children have ample opportunities to experience being outdoors, such as visiting the local farm shop to buy ingredients for baking. These experiences help children gain good social skills and a growing vocabulary.

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

- The manager and staff get to know children well, right from the start. For example, they carry out home visits to meet new children and their families in their own environment. This helps to find out about children's home experiences, special interests and needs. The manager and staff work hard to help remove any barriers to learning and ensure that no child is at a disadvantage. The manager uses additional funding to organise sessions run by experts to enhance children's skills. For instance, children challenge their physical skills as they learn to ride balance bikes competently and promote their well-being as they master yoga poses.
- The staff team report that leaders value their strengths and utilise these to benefit children. Children with special educational needs and/or disabilities (SEND) receive the support they need through targeted interventions by staff with appropriate training. The special educational needs coordinator forms close links with parents and external professionals to implement recommended strategies that enhance these children's development further. Children with SEND make equally good progress as their peers.
- Leaders and staff support children to adopt healthy lifestyles. Children

thoroughly enjoy being active in the fresh air. They climb trees, balance on planks and swing from branches safely. Children confidently manage their self-care needs, such as washing hands after using the toilet. Staff talk to them about healthy food choices and the impact of unhealthy foods on their teeth. This helps children learn how to maintain good health routines.

- The manager has a clear vision to develop children's knowledge and skills to prepare them for their continued and future success. She strives to provide a good standard of care and education. For instance, the manager monitors staff's practice and gives them feedback on the quality of their interactions with children. However, at times, these discussions do not fully focus on ways to improve their practice to ensure the highest level of teaching.
- Children's views and opinions are highly valued. Staff readily take on board their suggestions of activities and ideas, such as making a pizza. Children are motivated and keen to participate in these adult-led activities. However, on occasion, staff do not effectively adapt their teaching to meet the learning needs of less confident, quieter children. This means not all children fully engage or benefit from the real-life experiences provided.
- Staff's partnership with parents is strong. The manager maintains a positive culture, ensuring parents receive the support and information required. Parents are appreciative of the setting's self-prepared games that they can borrow to support their children's learning at home. They say that they particularly love the time they spend with their children sharing books from the pre-school, sometimes related to their home experiences, such as welcoming a new baby. Parents state how this has helped promote children's love for reading.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their roles and responsibilities in keeping children safe from harm. They can recognise the potential signs and indicators of abuse, including exposure to extremist views and behaviours. Staff are aware of the correct procedure to follow should there be concerns about a child's welfare. They also know the process to report a concern about an adult's conduct. The provider follows effective recruitment and vetting procedures to ensure that all staff are suitable to work with children. Staff carry out effective risk assessments of the premises. This helps them to keep children safe.

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

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

- enhance arrangements to monitor and reflect on staff practice to ensure all teaching is of a consistently high standard
- improve planning and organisation of adult-led activities to ensure the quieter

children receive quality support in their learning.

## Setting details

<b>Unique reference number</b>	EY472811
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10301564
<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>	26
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Red Dragon Pre-School
<b>Registered person unique reference number</b>	RP908411
<b>Telephone number</b>	07554194601
<b>Date of previous inspection</b>	11 January 2018

## Information about this early years setting

Red Dragon Pre-School is situated within St Blaise Church of England Primary School in Abingdon, Oxfordshire. It was registered in 2013. The pre-school operates from 8.45am to 3pm from Monday to Friday, term time only. It employs eight members of staff, five of whom hold relevant childcare qualifications from level 6 to level 2. The setting is in receipt of free funding for the provision of early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sonia Panchal

## Inspection activities

- The inspector discussed any ongoing impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk of all areas of the setting and discussed how the early years curriculum is implemented.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact on children's learning.
- The manager and the inspector conducted a joint observation of a planned activity together.
- Parents spoke to the inspector about the education and care their children receive.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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