

Inspection of Dragonfly Preschool LTD

1ST Staines Scout Hut, Parkside Place, Staines, Middlesex TW18 2QZ

Inspection date: 14 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school eager and ready to learn. They become familiar with the daily routine and remove their shoes on arrival. Children are enthusiastic and enjoy learning about different celebrations throughout the year. For example, they prepare for the Christmas Nativity by singing songs and using simple actions. Children listen to the story read by the staff and know when it is their turn to sing the song. Staff provide a range of different activities, toys and books to enable children to value each other and the wider community.

Staff carefully monitor children during snack and mealtimes. They encourage children to become more independent in readiness for their move to 'big school'. Staff enable all children to participate in their own way. For instance, they take their lunch box to the table and pick up their drink bottle.

Children enjoy outdoor play. Staff ensure they are well deployed to provide any help or support needed. Children have fun. They confidently use the scooters and bicycles and call out to staff, 'Look at me'. Staff provide a range of planned activities to develop the small muscles in children's hands. For example, they use scissors to cut out a snowman and explore foam to find the hidden animals.

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

- Leaders and managers are highly motivated and extremely passionate about their pre-school. They ensure the provision is inclusive to all children and their families. Staff plan and provide a safe, secure and nurturing environment. They complete specialist training to enable them to care for the children to the best of their ability, some of whom have high levels of need. Leaders and managers ensure that staff are well supported and trained before children start. However, there is less focus on monitoring some aspects of staff practice, such as how they deliver the early years curriculum.
- Leaders and managers plan the early years curriculum, which is then shared with staff who work directly with children. The activities are varied and plentiful, covering all areas of learning. However, staff lack ownership of planning. As such, they are not always clear on their role in targeting individual children to help them achieve the skills or knowledge they need to learn through the planned activities.
- The key-person system is effective. All staff know and understand the needs of all children who attend. They are patient, caring and adapt the daily routine to ensure children can participate and enjoy their time at pre-school. Leaders and managers greet parents daily and are aware of the stresses faced by some families. They provide reassurance and emotional support, which is appreciated by the parents.

- Staff help children to learn to be kind and caring to their friends. For example, they remind children to use their kind hands and to give gentle hugs. Children's emotional needs are very well supported. Staff have recently introduced a mood board. This enables children to learn the language they need to explain how they feel.
- Partnership with parents is strong. The staff team provides holistic care and support to the family. Parents comment that they can see the progress their child has made from their starting points. Staff provide advice on how parents can support their child's learning at home.
- Leader and managers work with other professionals to ensure that seamless care and education are provided to all children. Staff accompany parents on their visits to primary schools, helping them to identify if the school is suitable, particularly for children with special educational needs and/or disabilities (SEND).
- Staff provide many opportunities to support children in developing their language skills. For children who are non-verbal, staff use pictorial prompts to help them understand both the words being used and transitions from one part of the daily routine to another. There are high levels of positive interaction between staff and children throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete child protection training. They understand how to identify if a child is at risk of harm and the procedure to follow if they have any concerns. Staff supervise children very well, including those with SEND. Staff complete specific risk assessments on individual children to identify their behaviours and put in place effective measures to keep them safe. For example, if children are prone to climbing, staff ensure that any hazards are removed. Leaders and managers implement safe recruitment procedures to ensure that staff working with the children are suitable to do so.

What does the setting need to do to improve?

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

- enable staff to take more ownership of the planning of the early years curriculum so they understand the intent for children's individual learning and implement this within the activities provided
- increase the targeted support, mentoring and monitoring for staff, to help identify where further training is required to develop their practice, skills and knowledge.

Setting details

Unique reference number	2632920
Local authority	Surrey
Inspection number	10305072
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	2 to 4
Total number of places	30
Number of children on roll	61
Name of registered person	Dragonfly Preschool Limited
Registered person unique reference number	2632919
Telephone number	07724305581
Date of previous inspection	Not applicable

Information about this early years setting

Dragonfly Preschool registered in 2021. The pre-school is based in Staines. The pre-school is open Monday to Friday, during term time only, from 9am to 3pm. There are 11 staff working in the setting, six of whom hold recognised childcare qualifications to level 3. The pre-school provides funded education for children aged two, three and four years.

Information about this inspection

Inspector

Maria Conroy

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, nominated individual and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the nominated individual.

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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