

# Inspection of Dragonflies Day Nursery

16 Crookdole Lane, Calverton, Nottingham NG14 6GF

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Inspection date: 29 April 2024

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

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

### **The provision is good**

Children embrace the opportunities for learning that staff provide indoors and outdoors. They are keen to explore the nursery garden, enjoying fresh air and physical activity as they do so. With staff's close support, older babies progress from climbing the steps of a small slide to learning how to use a ladder as they tackle a larger climbing frame. Staff teach them that to stay safe, they need to take turns and not climb up the slide when their friends are about to come down. Older children practise their more advanced physical skills as they confidently balance while walking over beams that they have positioned between two crates. Staff support older children's problem-solving skills as they design and build an obstacle course with garden resources.

Children learn from staff's role modelling as they demonstrate their polite manners and kindness. For example, when they mishear a question, they ask staff to repeat what they have said by saying, 'Pardon'. At lunch, children help their friends. They follow staff's lead and share the food around the table by gently tapping the arm of their neighbour to get their attention, making sure that no one misses out. These acts of consideration and thoughtfulness help to create a friendly and positive-feeling atmosphere.

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

- The manager has worked with the staff team to create a curriculum through which children learn about the world around them and develop life skills that they will need for their further education and beyond. Staff take children on outings to explore their local community. For instance, they take children to the local shop. Children learn about using money to buy their goods. They then recall this learning through their role play back at nursery.
- Staff teach children helpful techniques to promote their independence and look after their own care needs. For example, pre-school aged children show how they can quickly put on their coats by flipping them over their heads. This means they do not need to wait for staff's help, and they can go outside to play without delay.
- To support children's emotional development, staff help them to understand their feelings. They read books to children about emotions so that children can identify with the different characters and explore how they manage their feelings in the story. This helps children to recognise and respond to their own feelings and emotions.
- The manager encourages staff to create an environment that promotes children's positive behaviour. Staff look for why children might be acting in a certain way and work to resolve any triggers. For instance, when children are struggling to share, staff provide additional resources while also supporting

children to develop this skill.

- Staff ask parents to provide family photos that can be displayed in their child's room at nursery. They use the photos to spark conversations with children about their lives at home. Staff say this promotes children's communication and language development because children enjoy talking about things that are familiar to them. This practice helps to create a sense of belonging for the children.
- Staff help children learn by using techniques such as explaining, demonstrating and questioning. In the most part, staff's teaching is successful, and children are making good progress. However, occasionally, staff introduce too many new concepts to children at the same time. This can be overwhelming for children, and they struggle to secure their knowledge before additional learning is introduced. Also, sometimes, staff do not fully consider children's ages and stages of development when planning activities to support their literacy development.
- The designated safeguarding lead makes sure that she keeps up to date with what is happening in the local area. She attends network meetings and conferences to learn about new risks that children and families may be exposed to. The designated safeguarding lead shares this information with staff so that everyone who works with children can recognise the signs of possible abuse or neglect and take action to keep children safe.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to introduce new topics to children in a way that secures their prior learning before they take on additional information
- review and amend the curriculum for literacy to make sure it is planned appropriately based on children's ages and stages of development.

## Setting details

<b>Unique reference number</b>	2668824
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10344934
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Purley Green Ltd
<b>Registered person unique reference number</b>	2668822
<b>Telephone number</b>	01158373760
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Dragonflies Day Nursery registered in 2022. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charlotte Whalley

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 spoke to children to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector 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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