

Inspection of Hatching Dragons City

The Ironmongers Co, Ironmongers Hall, Shaftesbury Place, Barbican, London EC2Y 8AA

Inspection date: 18 October 2024

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 happily run up the path ahead of their parents and babies excitedly kick their legs in their prams as they arrive at this safe and welcoming setting. Parents and children are warmly greeted by staff, who assist them into the building. Children separate easily from their parents. Older children are eager to begin an activity, while younger babies hold their arms out for a cuddle from their key person. Leaders and managers have developed an ambitious curriculum for children which supports all areas of learning. Overall, children are focused and engaged in learning opportunities and show sustained concentration in tasks.

Children's behaviour is good. Staff are calm, polite and respectful of each other. Children model this behaviour in their interactions with each other. Children, even the youngest babies, show care and empathy for one other. For example, when babies become upset when their key person leaves the room, other babies come and rub their back for comfort. The provision for children with special educational needs and/or disabilities (SEND) is excellent. Staff are prompt in making timely referrals to ensure that children can access the support they need. They work effectively in partnership with other agencies involved in children's care, learning and development.

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

- Leaders and managers are passionate and have an ambitious vision for the continued improvement of the setting. Children have access to a wide range of opportunities that enrich their personal care, learning and development. Currently, staff provide extra-curricular activities which include mindfulness sessions and music and movement activities. They have plans to shortly provide sporting activities to promote children's physical development and to introduce a martial arts class for children to develop their skills of resilience and self-regulation.
- Staff at the setting know children well. During the settling-in period, staff build positive and secure relationships with children, which are embedded across the setting. Staff talk confidently about the progress children make from their starting points in development. They describe how they plan and provide activities that incorporate what children need to learn next and take account of their interests and passions.
- The setting is a bilingual, with staff speaking English and Mandarin with children. The curriculum for communication and language is well thought out. Children communicate effectively using a mix of Mandarin, English and Makaton with staff and each other. Staff promote children's language through rhyme, shared story times and the introduction of contextual language during topic work. Older children use their growing vocabulary to engage in discussions with staff about

what might happen next in the story of the 'Three Little Pigs'. They recall key information from the story, such as what the pigs' houses were made from.

- The setting makes the most of its city location to take children on walks around the local area. Babies wave their arms in excitement as they wait to get into the pram. As they walk to places of interest in the community, children are enthralled by the environment around them. They point at buses, a refuse truck and general scenery. Staff provide a running commentary on what interests the babies, telling them the number of the buses they are pointing at or describing the big wheels on the trucks.
- At the present time, staff do not structure all group activities in a way that meets the needs of all children. For instance, some groups are too large and not all children get an opportunity to be involved. This leads to some children losing interest, or getting up and leaving the activity altogether.
- Partnership with parents is excellent. Parents comment on the warmth which staff display and the calm, caring nature of the setting. Parents feel well informed about the progress their children make. Staff offer them suggestions on how they can continue children's learning at home.
- Staff at the setting feel well supported. They describe the encouragement they receive to continue their own professional development, such as through an apprenticeship scheme or obtaining further specialist training in different areas, such as SEND.

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:

- consider how group activities are organised to ensure that all children can participate fully and get the most from the learning experience.

Setting details

Unique reference number	2668813
Local authority	City of London
Inspection number	10355110
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	27
Name of registered person	HD City Ltd
Registered person unique reference number	2668812
Telephone number	020 3912 2904
Date of previous inspection	Not applicable

Information about this early years setting

Hatching Dragons City re-registered in 2022 and is operated by HD City Ltd. The setting is situated in the Barbican area, within the London Borough of the City of London. It provides nursery care throughout most of the year, from 8am to 6.30pm, Monday to Friday, for children aged six months to under five years. The setting also offers Chinese language school services for children aged three years to 10 years, from 9.30am to 12.30pm on Saturdays. The setting employs nine members of staff, of whom seven staff are qualified to level 3 and above. The setting provides government-funded childcare.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- The area manager, the manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager and area manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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