

Inspection of Little Dragonfly Nursery

Woolton Conservative Club, Belle Vale Road, Liverpool L25 2PY

Inspection date: 10 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The provider has made some improvements since the previous inspection. They have ensured that leaders and staff have attended training about what knowledge they want children to learn while at the nursery. However, although a new curriculum is in place, some staff do not have a secure understanding of how to deliver the curriculum consistently well. They lack understanding of how children learn. This means that staff do not organise activities sufficiently well to build on children's previous learning. As a result, teaching does not have the desired impact on children's progress and attitudes to learning.

Children behave well. This is because staff help children to be kind and courteous towards each other. Children are happy and settled at the nursery. They enjoy playing in the nursery's large, well-equipped outdoor area. Children develop good coordination, strong muscles and confidence in their physical ability. Staff spend time getting to know the children well and are caring towards them. Babies benefit from the gentle rocking in staff's arms, which helps soothe them to sleep. This helps babies to feel safe and reassured.

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

- The provider is receiving support from the local authority to evaluate the quality of education and curriculum planning. With the help of early years experts, the provider has devised a curriculum that focuses on the key knowledge they intend children to learn. However, leaders do not rigorously monitor staff to ensure that they have a thorough understanding of how to deliver the curriculum. This limits the progress made by children.
- The provider and leaders are keen to continue to improve the quality of education for children. They have begun a cycle of supervision for staff that supports their well-being. However, this is not yet robust enough to identify staff's individual training and skills to help them understand how children learn. This affects staff's personal effectiveness in their roles.
- Children are generally curious and enjoy playing and learning. However, some activities are too crowded. This excludes less confident children to join in. On other occasions, some staff provide activities that contain too much information. This overwhelms children and makes it difficult for them to focus. As a result, they disengage and lose interest.
- Mostly, staff support children's language development well. For example, they use the nursery's visual routine cards to help children with communication delay to learn the language of what comes next. However, at times, some staff do not enrich children's language or provide them with new words or explanations as they play alongside them. This does not support children's growing vocabulary.
- The provider ensures that parents receive regular communications, such as

through the nursery's newsletters. Parents appreciate the support they receive for their children. They benefit from the two-way flow of information that staff provide for them, including valuable suggestions to support home learning.

- Leaders make effective use of additional funding. For instance, they have purchased resources to support children's sensory needs, physical development and emotional regulation. This helps children to cope with challenges.
- Staff support children to understand about being healthy. For instance, they encourage children to create shopping lists of all the fruits they enjoy and some that they would like to try. Children develop a positive attitude to food.
- Further improvements have been made to the arrangements for children with special educational needs and/or disabilities (SEND). For example, since the previous inspection, additional support for children has been secured. Staff work closely with external experts to ensure that children's needs are identified early. They work with parents to decide how best to support their children.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
rigorously check and monitor how staff deliver the newly devised curriculum to help ensure a consistently good impact on children's learning	12/08/2025
ensure that staff training and professional development are focused on developing a secure knowledge of how children learn.	12/08/2025

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

- improve understanding of how children learn language to support their growing vocabulary.

Setting details

Unique reference number	2764221
Local authority	Liverpool
Inspection number	10381288
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	0 to 5
Total number of places	40
Number of children on roll	27
Name of registered person	Woolford House Ltd
Registered person unique reference number	2764220
Telephone number	01514284646
Date of previous inspection	11 December 2024

Information about this early years setting

Little Dragonfly Nursery registered in 2023. The nursery employs eight members of childcare staff. All hold appropriate early years qualifications. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Andrea Vaughan

Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection about what they enjoy doing while at the nursery.
- 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 carried out a joint observation of a mathematics activity with the deputy manager.
- Staff spoke with the inspector about how they support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- Parents shared their views of the nursery with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025