

Inspection of Little Dragon's Day Nursery

Snitterfield Methodist Church, Bearley Road, Snitterfield, Stratford-upon-avon CV37
0JH

Inspection date: 1 November 2023

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

What is it like to attend this early years setting?

The provision is outstanding

The managers and staff team at the nursery are passionate about the role they play in the lives of the children who attend. They are committed to the dynamic curriculum that supports all children to reach their optimum, and learn the skills that they will need for their next stage of learning. Managers are forward thinking and hold the team in high esteem. A proactive approach to professional development, along with staff's well-being, provides staff with the support, knowledge, and skills they need, to continue to deliver teaching that is innovative and inspiring. As a result, children are motivated, successful learners, who thrive in this environment.

Children make considerable progress in this nursery. Throughout the day, children have access to the outdoor area. This supports children to make their own choice about how and where they learn. All children are fully immersed in the comprehensive range of play and activities. They are delighted as their imagination runs free and their creativity becomes limitless. Children practise and test their skills, while they learn about keeping themselves safe. They are inquisitive and enthusiastic. Staff encourage children to take time to think and they consider that their actions have consequences. Children across all ages are extremely happy and settle quickly in this exhilarating environment.

Children's behaviour is exemplary. Staff provide a cohesive approach to help children manage their own feelings and emotions, from a young age. Simple rules and excellent organisation help children to build their understanding of what is right and wrong. Children form warm relationships with staff and their peers, which support their emotional security and make them feel safe. They learn to be kind to each other and think about the feelings of others.

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

- Children's well-being is a top priority in the nursery. Managers recognise the importance of this, to help children to become successful learners. The curriculum is inspiring. It provides children with a comprehensive range of skills that they will need for their future learning. Managers have considerable experience. A systematic approach helps children to gain the very most from the curriculum. The accomplished staff team, interpret the curriculum and deliver the sequencing of learning with expertise. This means that children practise the skills they have and make rapid progress in new learning.
- The quality of teaching across the nursery is remarkable. Older children flourish on visits to the forest school. Their extensive language skills help them to articulate their wishes and they anticipate what they will do. Preparation is thorough and supports children's safety. Additional staff are on hand to

meticulously keep children safe as they take a short walk across the village, negotiating the local traffic and roads safely. On arrival, children are delighted. Staff remind children of simple rules, to 'look, but not touch' the bonfire. Children show a deep awareness of each other's safety. They eagerly identify risks in the area, such as stinging nettles. They place their high-visibility jackets over the nettles to 'warn others, as they might sting'.

- Children are highly motivated learners and innovative teaching builds their knowledge of early mathematics as they weigh grass and conkers on the scales. Children predict which is heavier. They eagerly take part in games as they select a card from a pack. They think about the written word and then search the area for something 'stripy'. Children are thrilled as they find a squash, with stripes, and share this with the staff. As children immerse themselves in the highly stimulating outdoor learning, their imaginations are not contained. They collectively gather objects in a small wheelbarrow, to use to create their own paper crown. Their fine motor skills develop as they handle a stapler, cut with scissors and glue twigs to the paper. Staff are highly skilled at knowing when, and when not, to intervene in children's learning. This allows children to follow their own interests and solve simple problems.
- Staff are excellent role models, and they lead by example. Children are exceedingly animated as they hear extensive new and repeated words from an early age. Rhymes and songs focus on children's emerging language. They listen and smile as they move their bodies and bang the drum to make sounds. Babies begin to verbalise and repeat sounds as they 'row, row' the boat.
- Older children are confident in speaking and making their views clear. Staff support children's emerging communication with the use of signs and pictures. This provides children with their own way of expressing their choice of how and where they learn and play. This builds children's self-esteem and values their wishes.
- Staff are exceptionally nurturing and kind. Considerable care is taken to make sure that children are comfortable and that their health and personal care needs are sensitively met. Younger children begin to dress themselves, putting on coats and wellington boots for outdoor play. Older children become independent in their own personal care.
- Children with special educational needs/and or disabilities receive excellent support. They make the very best progress from their starting points. Staff know the children well and use this extensive knowledge as they work alongside parents and other professionals. They are highly skilled and provide care and learning that is sensitive and specific to each child's individual needs.
- Parents say that they are extremely happy with the nursery and the wide range of learning that their children are engaged in. They receive regular updates through a range of communication systems, including face-to-face discussions about their children's care and learning. This helps them to further support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff are familiar with their role and responsibilities to safeguard children. They undertake regular training and have a very good understanding of the wide range of indicators that may indicate that a child is at risk of harm. They know the local authority procedures about how, and where, to raise concerns should they become aware of any issues relating to children in their care. Staff know the procedures to follow should there be any allegations about adults who may have contact with children. The premises are secure, and staff monitor visitors to the setting. A rigorous process of recruitment and checks ensure that adults working with children remain suitable.

Setting details

Unique reference number	2643615
Local authority	Warwickshire
Inspection number	10301760
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 4
Total number of places	61
Number of children on roll	88
Name of registered person	Little Dragon's Day Nursery Partnership
Registered person unique reference number	2643613
Telephone number	07803293745
Date of previous inspection	Not applicable

Information about this early years setting

Little Dragon's Day Nursery registered in 2021. The nursery is located in Snitterfield, Stratford-upon-Avon. It is open from 7.20 am to 6pm Monday to Friday, all year round. There are 28 members of staff. Of these four hold level 6, qualified teacher status, one holds a level 4 qualification. A further 10 staff hold qualifications at level 3 and two hold level 2 qualifications. Eleven staff are not qualified, these include two staff, who are currently on apprenticeships. The nursery receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

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 joined the inspector on a learning walk and discussed how they organise the early years curriculum across all ages of children. During the walk, they considered how the team manage any risks, to ensure that the premises are safe and suitable.
- The inspector accompanied children on a visit to the forest school. During the visit, she was joined by the manager for a joint observation of an activity outdoors.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- A sample of parents spoke to the inspector and shared their views about the care and education their children receive. The inspector also spoke to staff and children at appropriate times, during the inspection.

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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