

# Green Dragon Nursery

2 Green Dragon Lane, LONDON, N21 2LD

<b>Inspection date</b>	17/06/2014
Previous inspection date	05/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have created attractive indoor and outdoor play environments where children are encouraged to explore in a variety of learning situations.
- Staff are particularly effective in promoting early language and literacy skills. Children show an increased interest in, and understanding of, letter shapes and sounds.
- Staff are attentive to children's individual care needs. They encourage children to show respect for others and to adopt healthy lifestyles.
- The manager is proactive in encouraging staff to reflect on their practice and to prioritise areas for further improvement. This contributes to the continual improvement of the nursery provision.

### It is not yet outstanding because

- Staff do not always make the most of the outdoor area to extend children's learning in mathematics and the natural environment.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed the children taking part in a range of indoor and outdoor play activities.
- The inspector talked with staff and observed their teaching.
- The inspector carried out a joint observation of a planned activity with the manager.
- The inspector interviewed the manager and talked with the provider.
- The inspector sampled the nursery's documentation, in particular documents relating to children's progress and safeguarding.

## Inspector

Jill Nugent

## Full report

### Information about the setting

Green Dragon Nursery registered in 2009. The nursery operates from the ground floor of a house in Winchmore Hill in the London Borough of Enfield. The nursery is open every weekday from 8am until 6pm, throughout the year. Children have the use of two play rooms and access to a secure outdoor play area. The nursery is registered on the Early Years Register. There are currently 28 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs eight staff, of whom the majority hold relevant early years qualifications.

### What the setting needs to do to improve further

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

- extend opportunities for children to explore and investigate the natural world
  
- develop further opportunities for children to extend their mathematical skills.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff plan a variety of interesting experiences that meet the learning needs of individual children. Staff have set out the play rooms so that children can easily make choices from the resources available. Children move around confidently between the learning areas, enjoying the support of staff in their chosen play activities. For example, younger children like to explore books and toys on the comfortable carpet and older children especially enjoy the spacious imaginative play area.

Staff enhance children's play by joining in with them and encouraging conversation. They motivate children to explore further by sharing ideas and offering help. Staff make good use of opportunities to talk with children to help them develop their use of language, for instance, when making up stories together. Children respond enthusiastically to staff's sensitive involvement in their play and consequently they develop good attitudes towards new learning experiences. Older children are keen to try different activities and to learn through their play, for instance, when searching for letter shapes in a tray of shaving foam.

Staff promote a relaxed play environment where children can enjoy uninterrupted play. Consequently children learn to focus on their chosen tasks and develop good

concentration good progress in their learning and development. Children focus on drawing pictures, letters and numerals using different mark-making tools. They work happily alongside each other, for instance, when gathered around the computer or writing table. Staff provide a variety of activities in the different resource areas that help children to develop and extend their early reading and writing skills. For example, children have good access to books, writing materials, letter shapes and paper.

Staff extend children's learning in language and literacy by using music and song to encourage listening skills and an awareness of rhythm. Children especially enjoy moving to music and taking part in action songs. Additionally staff support children well in the acquisition of mathematical skills. Children learn to count, to compare and to use mathematical language, such as words to describe shapes and positions. However staff do not always maximise learning opportunities in the outdoor area. Therefore, children are not always extended as effectively in this area of learning.

Staff assess children's progress in learning through a series of focused and spontaneous observations. They evaluate their observations each month in order to determine children's next steps of learning. They then plan relevant activities, taking these into account as well as children's developing interests. Staff make good use of the daily routine to offer different learning opportunities. For example, children benefit from free play sessions both indoors and outdoors, as well as adult-led group times and quiet times. During quiet times older children are encouraged to settle to activities which help to prepare them for future learning at school, for example, drawing, collage-making and table-top games.

Children have good opportunities to explore art and craft materials creatively. They learn different techniques when making pictures for displays, for instance, when creating a 'jungle' display. They learn about living things when planting and growing outdoors, creating a colourful collection of flowers, fruits and vegetables in the garden. They are beginning to find out about insects and animals. However, staff do not provide a variety of opportunities and activities to further extend children's knowledge and understanding of the natural environment.

### **The contribution of the early years provision to the well-being of children**

Staff prioritise the well-being of all children and consequently children develop a real sense of belonging. Children benefit from a set daily routine, which helps them to relax and feel secure. Children's behaviour is good. They are fully aware of what staff expect of them. They are attentive to staff and respond positively to any instructions. They show respect for others and confidently remind each other about the rules, for example, the need to wear an apron to take part in messy activities. As a result children play harmoniously alongside and with each other. They develop close friendships and enjoy good relationships with all adults in the setting.

Staff encourage children to become independent and to help each other. For example, children willingly help to tidy up and set out lunch tables. They learn to serve themselves

and clear away afterwards. The cook provides healthy and nutritious meals which children enjoy. Parents are well informed about the meals on offer and sometimes ask for recipes. Staff and children are involved in reviewing the menus so that the cook can offer a range of different foods and meals. Staff talk with children about healthy eating and children are well aware that healthy foods can help you grow. For example, they comment on being able to grow 'tall' and 'strong'. After lunch children rest or play quietly according to their individual needs.

Staff supervise children closely when moving around the premises and when using the outdoor play area. In particular staff working with younger children ensure that they play safely in a small enclosed area away from the more active older children. Staff provide opportunities throughout the day for children to enjoy physical activities outdoors. For example, children play on ride-on vehicles, carry water to the planting area and go on the climbing frame. Staff help children to learn and develop new skills, for instance, how to throw, kick and aim balls. In this way children are encouraged to keep fit and healthy, while developing an awareness of healthy lifestyles.

Staff give extra attention to children who are unsettled for any reason, helping them to become interested in play and develop self-confidence. There are good procedures in place to support children when they move up from the 'caterpillar' to the 'butterfly' room. As a result children settle quickly into their new environment. Staff plan activities around special events and festivals so that children learn about different people, communities and cultures. Children enjoy outings in the local area and family events at the nursery, for example, mother and father's day tea parties and family fun days.

### **The effectiveness of the leadership and management of the early years provision**

The nursery is well managed and all staff are committed to providing good care for children. There are effective procedures in place to promote the safeguarding of children. The manager ensures that all staff undergo the necessary checks regarding their suitability to work with children. She has introduced a rigorous system of risk assessments, which are carried out in the premises and for outings. Staff also carry out daily safety checks to make sure the play environment remains safe for children at all times. Staff are efficient in their maintenance of all records relating to children's health and safety. All staff are trained in safeguarding issues and know what to do if they have any concerns about child protection.

The manager motivates staff effectively by organising team building events and providing individual support. She meets regularly with staff, both individually and as a whole team. New staff undergo a thorough induction to ensure they are up to date with all basic training. The manager actively encourages staff to attend further training events. Many members of staff are currently working towards a higher level national vocational qualification. They are keen to develop their knowledge and understanding of the early years. Recently, for example, they attended an extra training session on promoting learning and development in the early years. This has prompted them to review their

practice and introduce some new ideas.

The manager works closely with her deputy to monitor the nursery's educational programme. She has revised the system of observational assessment and this is now more effective in helping staff to plan for children's individual learning needs. The manager is able to track children's individual progress using their learning files. In this way she can provide any extra support necessary for individual children. In addition she checks that all areas of the educational programme are being covered adequately. She liaises with her special needs coordinator to ensure good support for children who have special educational needs. As a result these children make steady progress, given their individual starting points.

The manager has developed a good working partnership with parents. New parents receive clear information in a welcome pack about the nursery's provision. Parents are asked to provide information about their children's development and needs to help staff provide appropriate care. Parents appreciate the daily feedback sheets they receive and the opportunities to attend more formal consultations, when they can exchange information with their key persons. There are many attractive displays around the setting, including photographs of children and their work. The manager has recently introduced 'weekend books' and these help parents to become more involved in their children's learning. She seeks parents' views through a system of regular questionnaires. Parents state that they are very satisfied with the provision for their children.

The manager has introduced an effective system of self-evaluation, which works well by encouraging staff to reflect on their practice and to suggest aspects for further improvement. She has worked hard since the previous inspection to improve the overall provision for children. She liaises with the nursery provider and he is often in the setting, ensuring that he is well informed and involved. He has contributed to the improvement of the outdoor play area and is keen to build good relationships with parents and children. The manager has relevant plans for the future including, for example, reviewing all policies and establishing closer links with local schools. Overall therefore the nursery maintains a good capacity for ongoing further improvement.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY386301
<b>Local authority</b>	Enfield
<b>Inspection number</b>	963334
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Green Dragon Nursery Ltd
<b>Date of previous inspection</b>	05/12/2013
<b>Telephone number</b>	07850851283

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

