

# Little Dragons Preschool

Village Hall, Ogbourne St. George, Marlborough, Wiltshire, SN8 1SU



<b>Inspection date</b>	14 June 2017
Previous inspection date	7 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- There are highly effective partnerships with parents, and communications are excellent. Staff actively seek the views of parents, staff and children to drive improvements.
- Staff have an excellent knowledge of the early years foundation stage and cater for all age groups exceptionally well. For example, they are discerning when preparing children for a snack time activity by reading different books about fruit to the different age groups.
- Staff use their expert knowledge to deepen learning. They do not rush children and they give them highly effective support to follow their own interests. Children investigate, explore, solve problems and make impressive progress in readiness for school.
- The managers track children's progress rigorously. Assessments enable them to identify any gaps and take swift action. Staff and parents celebrate the very good progress the children make and both contribute to building a comprehensive picture of the children's achievements.
- The experienced staff know the families and children very well. Children are very happy and settle very quickly in pre-school. They quickly become independent and confident and get on well with their classmates. This makes an excellent contribution to their social and emotional development.
- Staff are very good role models for children. They speak very calmly and clearly to the children, who develop excellent speaking and listening skills. This has a very positive effect on the way children relate to one another. They learn to listen and respect others.
- All staff give excellent attention to children's safety and well-being. Children are willing learners and thrive in a safe and secure environment.

## What the setting needs to do to improve further

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

- build on the already very strong assessment practices to help children make even better progress.

### Inspection activities

- The inspector observed activities inside and outside, including the quality of teaching.
- The inspector talked to the children and held discussions with several members of staff at appropriate times during the inspection.
- The inspector carried out a joint observation of staff practice and discussed it with the managers.
- The inspector looked at a selection of documentation, children's assessment information, policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Jennifer Cutler

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff place a high priority on keeping children safe. They know what to do if there are concerns about a child's welfare. Clear policies, procedures and routines ensure the exceptionally smooth running of the setting. The managers' incisive evaluation of the setting includes contributions from parents, staff and children which identify areas for improvement; for example, the development of the garden. Regular observations of staff practice link well to professional development and lead to very strong teaching. Staff are highly adept at monitoring children's progress. The recent introduction of a computerised assessment programme has enabled staff to analyse data and deepen their knowledge of children's development. It has also strengthened links with parents. Staff are keen to advance their use of technology to improve their practice. Staff are now considering how to build on their excellent assessments to help children make even more progress.

### Quality of teaching, learning and assessment is outstanding

Staff know the children very well and use their interests to extend learning. They challenge the children and develop their problem-solving skills exceptionally well. For example, when children create a model on a tablet, staff encourage them to recreate it with construction equipment. Children of all ages have fun together during boisterous play or when sitting quietly colouring, cutting and sticking. Staff skilfully promote language skills and encourage children to talk about what they are doing. They are extremely sensitive and give children time to think before answering. Staff use their excellent knowledge of how children learn in order to plan activities that engage and challenge them.

### Personal development, behaviour and welfare are outstanding

Children are highly motivated learners who concentrate for long periods. They are confident with visitors, inquisitive and very polite. Children say 'Excuse me' to adults when they need attention. Staff take time to explain why we should be kind to one another, and children's behaviour is very good. Children share, take turns and enjoy one another's company at mealtimes, which are happy social occasions. They learn about healthy choices and deal with their own personal needs. Children build up very strong relationships with adults who are extremely skilful at developing children's understanding of the wider world.

### Outcomes for children are outstanding

Children have the confidence to ask questions and listen to what others have to say. They are enthralled when staff read stories, and older children can talk about their favourite books. Children are highly imaginative and make impressive progress with their physical skills when they play outside. They are keen to learn the letters of the alphabet and the initial sounds of letters. Some children make a good attempt at writing and are exceptionally well prepared for the transition to school.

## Setting details

<b>Unique reference number</b>	146029
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1089728
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Little Dragons Preschool Committee
<b>Registered person unique reference number</b>	RP908670
<b>Date of previous inspection</b>	7 January 2015
<b>Telephone number</b>	0785 5026083

Little Dragons Preschool registered in 1984 and is located in Ogbourne St George, near Marlborough, Wiltshire. It opens each weekday during school term time only. Sessions are from 9am to 3pm on Monday, Tuesday, Wednesday and Thursday and from 9am to 1pm on Friday. The pre-school receives funding for the provision of free early years education for two-, three- and four-year-old children. Four members of staff work directly with the children. They all hold suitable childcare qualifications at level 3 or above, including the joint manager who holds qualified teacher status.

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.

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