

Fledglings Pre-school Nursery

Inspection report for early years provision

Unique Reference Number	307140
Inspection date	21 June 2007
Inspector	Julie Wright
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Registered person	Julie Longbottom
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Fledglings Pre-school Nursery Limited has been registered since 1993. The facility is based on the premises of Moss Hey Primary School, Bramhall, Stockport. The setting consists of a purpose built building with two rooms and is also registered to use the school hall. Children have access to a securely enclosed outdoor play area.

The privately run, full day care facility is open for 51 weeks a year from 07.45 to 17.30, Monday to Friday. Children attend for a variety of sessions and may bring a packed lunch or receive a cooked meal. There are up to 10 places available during school holidays for children aged between five and eight years.

The nursery is registered to provide care for a maximum of 45 children aged from two to five years. There are currently 100 children on roll, 75 of whom are in receipt of funding for nursery education. The group supports children who have learning difficulties and disabilities. There are 18 staff who work with the children and they have appropriate qualifications and experience. The setting has received a Quality Assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Effective health and safety policies are in place to protect the welfare of the children. Staff are conscientious about hygiene practice and promote the children's awareness and understanding. For example, signs and pictures remind children about the hand washing sequence. Children learn about dental health as they routinely brush their teeth, listen to stories about the dentist and then role play. The sickness policy is clear and protects children from the risk of illness and infection. Accident and medication details are accurately maintained and the majority of staff have current first aid certificates.

Children's dietary requirements are known and met well in the setting. Meals and snacks are available to suit the requirements of parents and children. Mealtimes are sociable and pleasant as the children sit in groups, to either have packed lunches or cooked meals. Menus are displayed and the nursery food is varied and nutritious. Children are hydrated as they confidently help themselves to fresh drinking water throughout the sessions. They take part in baking activities, which help them to learn about food and different processes.

Children's physical development is encouraged through detailed planning for indoor and outdoor play. They have access to the school hall on a regular basis, which provides opportunities to use large apparatus. The children watch carefully as staff demonstrate what to do and how to be safe. Children enjoy the challenges of balancing and manoeuvring along the equipment. They learn how exercise affects their bodies as they warm up and stretch, then talk about their heartbeats and breathing. The outdoor play area is used well to promote physical skills and coordination. Children have fun as they play hopscotch, which involves number recognition and sequencing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are very well cared for in warm and welcoming premises. They are looked after in age-appropriate groups, with opportunities to mix and socialise during the daily routine. Children are happy in the child centred environment and they move around with confidence. Bright displays of children's creativity help to reinforce their learning. Areas and activities are clearly organised to promote children's interest and development. Toys and equipment are well maintained, rotated and accessible.

Detailed risk assessments and routine checks ensure that children are safe on the premises and during outings. Children learn about safety through everyday activities and current themes. For example, they talk about how to keep safe in the sun and become aware of potential hazards, such as tablets and medicines. Children take part in regular fire drills and understand the evacuation procedure. They become aware of 'people who help us' through topics and visitors, for instance, the police force, medical and road safety persons.

Staff safeguard the welfare of children as they have a clear understanding of child protection issues and procedures. The required information is up to date and training is cascaded to all staff. Parents are clearly informed about the procedures and responsibilities to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are sociable and form good relationships with staff and each other. They are mostly cared for in two age groups, one for children aged two to three years and the other for three to five-year-olds. The children benefit from times within the daily routine when they move into different groups. This particularly helps children in the younger group prepare for the transition to the pre-school room. The nursery also has strong links with school and staff take some children to their assembly on a weekly basis. Children are happy in the nursery and familiar with the setting. They separate readily from parents and carers and show great interest in their surroundings.

The 'Birth to three matters' framework and Foundation Stage curriculum are used to effectively plan for children's individual progress. Children have equal access to all the resources and staff skilfully adapt the purpose of an activity to promote inclusion. Activities and resources are carefully planned and prepared, which means that children immediately engage in play. Children are creative, constructive and imaginative in their activities. They communicate well and confidently recall their learning, which they repeat in role play. For example, they pretend to be doctors or police officers, using dressing up clothes and writing materials with competence.

Nursery Education.

The quality of teaching and learning is good. Staff extend children's learning throughout the sessions and provide many opportunities for children to consolidate their learning. Children contribute their thoughts and ideas as they play and make interesting observations. They happily explore the various areas and concentrate well during the activities. Independent skills develop as they pour drinks at snack times, clean their teeth and help with tasks. However, independent and learning opportunities are not consistently promoted by all staff at lunchtimes. Staff record observations on the children and use these to plan for the next steps in their development.

Children are enthusiastic in their approach, they are eager and willing to learn. They develop good social skills and positive attitudes in the nursery. They show confidence as they move around, select resources and make choices in their play. They benefit from a varied range of more structured activities with a good balance of free play.

Communication between children and staff is very good. Children speak with confidence and readily express themselves. They concentrate well as they listen carefully to stories and sing familiar songs with enthusiasm. Children learn that print has meaning and they begin to recognise simple signs and labels. They select their own name on arrival as part of the registration procedure. Children show a good understanding as they use writing materials in various areas. For example, in the pretend hospital, they make a signature in the signing out book to 'discharge the patient'. They begin to link letters to sounds in fun activities, which parents are invited to reinforce and repeat at home. Children benefit from the lending library; they enjoy and use the books well.

Children use mathematical language throughout the activities. They problem solve in everyday situations and make comparisons as they play. For instance, two children are observed to construct models, they talk about which one is the biggest and the reason why. Interesting activities help children to learn and enjoy mathematical situations. For example, they go on a local trip to link with the topic of travel and traffic. On their return, they make simple graphs

with coloured blocks to consider the different amounts and types of vehicles. Children recognise number sequences as they play hopscotch outside. They count with confidence in games, stories and songs. Children accurately describe position and show understanding of capacity as they play in the sand and water.

Children have good opportunities to find out how things work. There are varied information, communication and technology resources in the play areas, such as in role play when they use walkie-talkies, cameras and phones. Children use the computer with interest and enjoy the programmable toys. They develop well in their knowledge and understanding of the world. Children learn about nature as they plant seeds and tend to the garden area. They help to care for the pet guinea pigs, fish and hamster at the nursery. Outings include trips to the zoo and farms, which children recall with interest. They see the life cycle of the caterpillars and then release the butterflies outside. Children investigate a wide range of natural play materials, such as using the magnifying glasses to examine feathers and sea shells. They develop awareness of the wider world and local community through well planned activities and events.

Children develop competence in their use of physical apparatus. Staff plan varied activities for indoor and outdoor play, which promote children's physical skills and coordination. They consider individual abilities and encourage the children to participate at their own level. This promotes children's self-esteem and builds their confidence. They develop fine motor skills during activities, such as when they use writing equipment, cut with scissors, thread beads or play with malleable materials.

Children benefit from the opportunities to freely express their creativity. They have access to a wide range of materials during the sessions. There is evidence throughout the setting of children's creative achievements and also in their records of development. The imaginative role play areas are very well resourced, which helps to consolidate children's learning. Children enjoy music and movement sessions, singing and the regular visits from a pianist. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Children's individual needs are clearly known and very well met in the setting. Staff are aware of children's preferences, personalities and personal routines. They act as good role models to the children and encourage positive attitudes. Fundraising events and visitors help the children to learn about the different needs of others. Children have access to varied resources that reflect diversity, whilst planning includes a range of significant events throughout the year. The equal opportunities policy is clear and effectively implemented by the staff to promote inclusion.

Children understand the simple rules and expectations of behaviour. They are cooperative and respond very well to the staff. Children are familiar with the routines and follow instructions throughout the sessions. They show a sense of responsibility as they help to tidy up and to look after the resources. Children are proud to have turns as 'special helpers' and receive reward stickers for good behaviour. Self-esteem and positive behaviour are routinely promoted. Children learn about feelings and show care and concern as they play. For example, when they nurse and look after 'poorly teddy' in the hospital area. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. There are clear procedures in place to share information on a regular basis. Parents and carers are invited to committee meetings and to take part in fundraising events. They enjoy social activities as families, such as at the parties, on sports days or on outings. They contribute to their children's record of progress each term and are involved in children's learning. For example, children borrow books from the nursery to promote shared reading. They also bring items from home which relate to current topics. Staff provide regular newsletters and details of the learning objectives in children's activities. Feedback from parents and carers is very positive on all aspects of the care given at the nursery.

Organisation

The organisation is good.

Children are happy and stimulated in the setting. Staff provide consistent routines and a secure environment for them. The key worker system is effective, which promotes good communication systems and relationships. Staff work very well together and demonstrate a clear understanding of their roles and responsibilities. Recruitment and vetting procedures are robust to fully ensure that children are cared for by suitable persons. Staff induction and student placement procedures are appropriate and clearly put into practice.

Leadership and management is good. Staff have appropriate qualifications and experience in the care of young children. They continue to attend regular training to update their knowledge and awareness in childcare practice. Staff have a secure understanding of the relevant frameworks to support children's learning and development. They plan an effective programme of activities, which provides children with age-appropriate and interesting challenges. Children make good progress in all areas of their development.

The manager and staff evaluate and monitor practice in the nursery through regular team meetings, staff appraisals and in consultation with parents. They identify areas to further develop with a clear vision for future progress, this enhances the care of the children. Records and documentation are well organised and maintained in efficient order. There is a confidentiality policy, however, the procedures are not consistently applied to fully ensure the privacy of children's personal needs. Comprehensive policies and procedures are in place to contribute to the care, safety and welfare of children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to develop the existing written policy on behaviour management. Since then the provider has included a statement in respect of bullying, which improves the information available to parents and staff.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the procedures to ensure the confidentiality of children's individual needs.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide further opportunities at mealtimes to promote independent skills and extend children's learning (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk