

# The Fledglings at Myerscough

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY275113
<b>Inspection date</b>	26 September 2007
<b>Inspector</b>	Ann Bamford
<b>Setting Address</b>	Myerscough College, St. Michaels Road, Bilsborrow, Preston, Lancashire, PR3 0RY
<b>Telephone number</b>	01995 642 148
<b>E-mail</b>	fledglings@myerscough.ac.uk
<b>Registered person</b>	Hilary Rose Sharples
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Fledglings day nursery opened in November 2003. The nursery operates from a single storey, purpose-built building on the site of Myerscough College in Bilsborrow near Preston, Lancashire and is managed from Ashbridge School. The nursery serves the local area.

There are currently 50 children from birth to five years on roll. This includes nine children in receipt of a nursery education grant. Children attend for a variety of sessions.

The nursery opens five days a week all year round. Sessions are from 08.15 until 17.30. The setting supports children with learning difficulties. At the time of inspection there were no children on roll who use English as an additional language.

The setting has a full time manager who works alongside her eight staff. One staff member works on a part time basis. Most staff have early years qualifications in childcare and education to National Vocational Qualification levels 2 or 3. The setting does not currently receive support from a teacher from the Early Years Development and Childcare Partnership, but from the teaching team at Ashbridge School.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in premises which are safe and generally clean. There are policies and procedures in place to keep the environment clean, but these are not used consistently. Mats and carpet areas in the pre-school area are not fully clean. This exposes children to the risk of cross infection. Children are developing skills in managing their own hygiene needs. However, occasionally, older children are taken to use the toilet facilities at set times and with adult support. This slows down the development of skills, such as flushing the toilet or washing hands thoroughly after use.

Children are kept free from illness through the well implemented sick child policy. Staff have good awareness of identifying children who are developing symptoms of being ill and contact parents promptly to take children home. Children's continued good health is maintained as staff implement the nursery's policy on providing all children with sun protection supplied from home. Children are nourished effectively. They have regular meals which take account of their individual likes and needs. Children eat a wide variety of fruit and have constant access to drinks.

Children are developing gross motor skills as a result of having freedom of movement. All children have access to the outdoors. Each area of the setting has its own play area with equipment which meets children's developmental needs. Pre-school children have access to large play and outdoor equipment which challenges them. This aids their development of running, climbing, pedalling and balancing skills.

Babies and toddlers rest and sleep in line with their individual needs and in agreement with parents. Older children have access to a separate sleep area. However their ability to rest spontaneously is impeded by the small amount of comfortable sitting equipment directly available to them.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are kept safe in the setting. There are procedures in place to ensure that this remains so. For example, children are kept safe in the outdoor play area as the staff check it for hazards on every occasion that children go outside. Staff in the setting are knowledgeable about reducing risks. They improve children's safety by moving trip hazards and tidying away unused toys and equipment during the day. Staff hold a good knowledge of how to select age appropriate equipment and do so with care, especially for babies. Their individual knowledge of where a baby is at developmentally ensures that they have constant access to safe toys.

Children's continued safety is maintained as staff implement the setting's policy on who collects children with vigilance and care. Their confidence to refuse to allow an unknown adult to collect children without further checks keeps children safe. Although children are developing an enhanced understanding of keeping themselves and others safe in the event of a fire as they take part in fire drills, the procedure for evacuation of babies does not fully consider action in the event of a fire in the kitchen.

Children are well protected by staff's embedded knowledge and understanding of their role in safeguarding children. This is enhanced further by the strong knowledge of all members of

staff about the procedure, and their confidence to act in the event of a concern about a child, including where there is an allegation about a member of staff or volunteer.

Children's safety in the setting is afforded by the use of a well implemented recruitment and selection policy. There are checks undertaken on staff to ensure suitability to work with children and to ensure that adults hold appropriate knowledge and training to care for them effectively.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children have access to resources and activities which promote their development. Babies and young children are cared for in a way which encourages them to be confident, independent and develop good levels of self-esteem. Staff caring for babies know them well and act quickly to meet their individual needs. Children become competent learners as staff join them in activities and encourage them to persist with a jigsaw or add to a painting.

All children are developing an awareness of what is right and wrong as staff gently explain how another child may feel when conflict arises. Apologies are encouraged from one child to another. Children enjoy time spent playing together with staff. Staff listen to them and usually challenge them to take the next step, such as adding further bricks to a tower or using a different colour when painting.

The setting uses frameworks, such as the 'Birth to three matters' framework and the Foundation Stage curriculum, to plan what children will be doing. Staff generally make observations on what children can do and use these to plan the next steps for children. In the baby and toddler rooms, staff make effective use of regular observations to inform the overall planning of how toys and equipment are used to enhance children's development. Records of what children can do are kept in the baby and toddler rooms, and show clearly where children are making progress.

### **Nursery education**

The quality of teaching and learning is satisfactory. Key staff hold an understanding of the Foundation Stage and are beginning to make written observations on what children can do and plan next steps for their development. However, in the pre-school, long periods of time elapse between these observations and planning which impedes the speed at which some children learn.

Staff are starting to plan the environment to allow children constant access to areas of continuous play. This begins to assist teaching and children's learning, as every indoor area is accessible and meaningful to children. For example, most equipment in the pre-school is stored at child height, meaning children can choose equipment they want to play with. However, some areas of play, such as sand or water, are used on a planned basis and this restricts children's consistent access to them.

Children are developing friendships and are increasingly able to wait their turn in a shared activity, such as a game or jigsaw. Children are starting to develop independence skills, but the rate at which these develop in the pre-school is partially impeded as staff do not always give children responsibility for basic hygiene, such as wiping noses, tidying, setting tables or clearing away.

Children are becoming confident communicators and readily ask questions of visitors. Many are beginning to ascribe meaning to marks and listen to stories with interest and understanding.

Their creativity is developing well as they build rockets and produce exciting textured kite paintings. Children use their imaginations with assistance from an adult as they use sand in a variety of ways, initially to dig but developing it into snow and enjoy covering each other with it as they slap their hands into it with increasing power. Children join in songs at circle time and some children know the full song. However, presentation of the book area is poor. As a result, children show limited interest in illustration, and print in books and the environment. This is an area for development.

Children are developing the concept of numbers as they join in songs at story time. They are able to count the number of objects in pictures correctly. They show increasing confidence with numbers as they independently count the number of objects in a tray. Children show natural curiosity and begin to use tools, such as scissors, for a purpose. They delight in showing visitors their recently grown plants and can talk confidently about waiting for the light and water to make the seeds grow. Children use the computer with increasing skill. This enhances their knowledge and understanding of the world around them.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are happy and settled in the centre, they separate well from parents or carers as a result of the skilled encouragement from staff to come and play. Children have access to a range of opportunities which encourage their understanding of diversity, for example, playing with multi-cultural dolls and clothes, kitchen utensils, books and jigsaws. Some planned activities are provided, linked to both children's own customs and those of the wider community.

There is a robust policy for meeting additional needs. There is a clear system in place where need is assessed prior to admission and, where needed, additional training is undertaken. As a result, children who have learning difficulties or disabilities have them met effectively and their parents are part of the overall plan.

Children behave well. They are developing strategies for making friendships, taking turns and settling disputes as staff are competent role models who talk about being kind to each other. Children are given individual support to succeed in situations that they find difficult, such as circle or meal time. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents are welcomed into the setting. There is written information that is offered to parents in a variety of ways. Information on how care and education is provided is of an acceptable standard and is given to parents in written form as well as by talking directly to them. In the pre-school, parents are provided with information about the early learning goals and the child's record of achievement evidences their progress towards them. These records are shared with parents if a parent requests. In the baby unit and the toddler room, information on how their child has spent the day and had their needs met is communicated to parents through the use of a written record sheet. This informs parents of how their child has been cared for on a day-to-day basis. Children in all areas of the setting take work home regularly.

There is a written policy and robust procedure for dealing with complaints. The setting has devised how it will make available to parents, on request, appropriate information on complaints made about the setting. Complaints are taken seriously and the records show clearly what action has been taken in order to resolve the complaint and where necessary improve practice.

## **Organisation**

The organisation is satisfactory.

There are recruitment procedures in place to ensure that safe, suitable practitioners work with the children. The use of these procedures when staff do not follow agreed working practices is clear and used to protect children's wellbeing. The mainly qualified staff team make use of opportunities for training which develop children's care and learning. For example, staff have attended induction training, and training in relation to the 'Birth to three matters' framework, Foundation Stage curriculum, first aid and safeguarding children. Training is generally planned to ensure that any requiring updating, such as first aid, is done in a timely fashion. Staff are usually deployed according to their skills and experience. Records in the setting support safe care of children. These are all current and available for inspection. There are procedures in place for sharing records with parents.

Leadership and management are satisfactory. The management team are developing roles and responsibilities whilst supporting staff and children through a period of change. Staff are beginning to be supported through both formal staff meetings and appraisal meetings. The setting is starting to be able to assess its own strengths and weaknesses as staff have taken part in the completion of the setting's self-evaluation and operational plan. In the pre-school area, staff are responsible for planning and evaluating activities. Although the manager works alongside her staff during most times of operation, the lack of focus in planning to meet children's individual capabilities leaves staff lacking in confidence when making overall plans for pre-school 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 it was recommended that the setting obtain parental consent to seek emergency treatment for children, review the storage procedure for babies' bottles and review the operational plan and the recording of visitors on the premises. Since that time, the setting has updated the contract with parents to include permission for emergency treatment before children are left in the care of the nursery, has changed the arrangements for storing babies' bottles, clearly records the presence of visitors on the premises and regularly reviews the operational plan, using this as a tool for development. Each of these actions has improved the safety and care of children.

## **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.

## 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### 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):

- continue to develop strategies to ensure that the whole of the setting is fully and consistently clean
- review the organisation of staffing to ensure all staff have opportunities to plan meaningful activities for children which take account of their individual capabilities (this applies to nursery education also).

#### 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):

- review the process for making records and planning for children to meet the early learning goals
- review the provision of opportunities for children to develop independence and self-help skills
- review the book area to ensure children have opportunities to look at print in books and in the environment.

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](http://www.ofsted.gov.uk)