

Fledgelings Day Nursery

Inspection report for early years provision

Unique Reference Number	EY349789
Inspection date	06 July 2007
Inspector	Caroline Preston
Setting Address	Fledglings Day Nursery, 61 Eastern Road, ROMFORD, RM1 3PB
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Registered person	Maxvale Limited
Type of inspection	Integrated
Type of care	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.

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?

Fledgelings Day Nursery is one of two day nurseries. It opened in 2007 and operates from a self-contained, converted house. It is situated in the London borough of Havering. A maximum of 35 children may attend the nursery at any one time. The nursery is open every week day from 08:00 to 18:00 for 51 weeks of the year. There are currently 61 children aged from five months to four years on roll. Of these, 33 receive funding for nursery education. Their nursery employs 10 members of staff. Of these, 9 staff, including the manager hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from good daily routines practiced in all play rooms, staff show through their actions a good awareness of promoting hygiene. Staff wash their hands before and after serving food, and after changing nappies. They ensure all furniture and floors are cleaned after children

have eaten at lunchtime and after activities. Children are encouraged to wash their hands before and after eating, available to children is appropriate anti-bacterial hand soap; therefore children's health is promoted. All staff are trained in first aid, so are able to deal with accidents should they occur, and there is a fully equipped first aid box available in all rooms.

Staff are aware of children's medical and dietary needs which are obtained from parents before children start. Children are offered a nutritious and varied range of meals throughout the day including menus such as; sausage casserole, potato, vegetables, Macaroni cheese, mild chilli and rice. Desserts include; fruit salad, yogurt, sponge and custard. Afternoon tea includes; mixed sandwiches, milkshake, juice, fruit, scrambled egg and home made pizza. An alternative meal is provided when necessary, for children with special dietary requirements, therefore children's dietary needs are met.

All children have many good opportunities to take part in vigorous exercise. They have daily use of the well equipped and creatively laid out garden. They use confidently the large fixed climbing apparatus, the bikes, buggies, balls, hoops and large play house. This encourages skills such as; climbing, jumping, running and skipping in a safe well supervised environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff supervise children well, they work in small groups and rotate across all the playrooms downstairs in the pre-school area, therefore children have opportunities to use a varied range of equipment, that is easily accessible and age and stage appropriate, as well as covering all areas of the curriculum. Play resources are clearly labelled and stored in each room and children confidently choose and play with them. The nursery overall is well maintained and child focused because the environment is bright and clean, safe, with displays of children's work and there are many play resources available. Staff are approachable and interact well with the children.

All areas of the nursery have been made safe for young children, including access to the nursery, a safe and secure garden, clear fire exits and safety gates, and regular risk assessments are carried out. Children are given clear explanations to support their understanding of safety, for example, not to run inside, or rock back on chairs. Children's welfare is promoted by the staff team's understanding of their responsibility regarding child protection. When questioned staff are able to clearly state the four types of abuse, signs and symptoms of abuse and who to refer concerns to.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a stimulating and happy day. They are offered and take part in many activities, which supports their development. Babies laugh, and babble and show pleasure in their environment, they move freely across the playroom, making noise using the musical programmable toys. They show familiarity with daily routines such as sleep times, by finding their beds and lying down with their comfort blankets. Staff show pleasure when caring for the babies, by smiling and talking to them, and meeting their individual needs and always supervising them well. The atmosphere in the baby room is relaxed and happy, with both babies and staff happy to be there.

Nursery Education

The quality of teaching and learning is good. Staff support children well and have a sound understanding of the Foundation Stage curriculum. Regular observations are carried out by staff, who record children's achievements, however do not use these to plan future steps in children's learning, which means there are missed opportunities for planning children's next stage of learning. Children show enthusiasm throughout the session, they ask questions, interact, are busy and stimulated, and show they are happy by their body language and smiles. Staff have developed good relationships with children and respond to them showing respect for their individuality, and listening to what children have to say. An effective key-worker system is used during the session, as staff rotate across all the four playrooms downstairs with small groups, so that children cover all areas of the curriculum. Each playroom covers one of the following areas; creative play role play, board games, writing, and use of the computer, construction, reading, and quiet activities. Staff use clear questioning techniques which help children to think for themselves and take into consideration the ability of the child.

Children take part in a wide varied range of craft activities and express their ideas through, paint printing, easel painting, water play, collage and stencilling. Children use their imaginations in the role play area, when they dress up, wearing hat's dresses and carrying bags as they become different characters and have access to a well equipped role play area. Children sing loudly and confidently during circle time, they sing lets all clap together, row, row your boat, I had a little horse. Children have access to musical instruments in the role play area to further encourage creativity with music. Children learn about writing when taking part in name writing activities, they have access to computers, and learn different letters and their sounds from the alphabet. Children learn about shapes, colours and early calculation through planned themes. Children look at books confidently and listen to stories read by staff daily, which promotes awareness of language and the written word. Children learn about the environment and growing things when they cover the different seasons in the planned themes. Children build and construct using a range of construction play resources.

Helping children make a positive contribution

The provision is good.

Children are offered too few daily opportunities to learn about diversity, therefore have missed opportunities to develop knowledge of others in society. Children's social, moral, spiritual and cultural development is fostered. Children show respect for each other, listen carefully to music during dance activities, children behave well and older children help younger children in the garden when playing. Children relate very well to each other and adults, they listen and engage in conversation during circle time. Children show appreciation for other cultures by celebrating Chinese New Year, they make lanterns and blossom trees and they celebrate and learn about different countries making flags to represent each country. Staff have good systems in place to identify and recognise possible learning difficulties children may have and follow appropriate procedures in order to meet the needs of the child. Children benefit from the friendly informal relationships between staff and parents. Parents feel comfortable and are welcomed by staff into the setting. They receive appropriate information about the setting, including well written policies and procedures.

The partnership with parents of children who receive nursery education is satisfactory. Parents do not receive sufficient information about the Foundation Stage curriculum, therefore are not fully informed about the six areas of learning before children start. Parents receive yearly progress reports, informing parents of their child's progress and the areas of learning and parents have opportunities to speak to key-workers when requested.

Organisation

The organisation is good.

Good organisation in all areas of the provision supports children's wellbeing and learning, staff are knowledgeable and experienced and this shows in their interactions with children.

Systems are in place to ensure that staff suitability is on going, therefore staff are safe to work with children at all times. Staff attend regular training including child protection, special needs, behaviour management, health and safety and equal opportunities. This ensures the good care of children attending the nursery. Well planned key-worker groups ensure all children take part in meaningful activities that support their development. Staff deployment is good, and children are always supervised well, which supports their safety.

Leadership and management of nursery education is good, the manager monitors the delivery of the curriculum through observations of staff in the playrooms, informing them of any weaknesses and strengths they may have, to improve their practice. Staff are supported by the manager who encourages them, when they request further training. They are knowledgeable about the Foundation Stage curriculum and show much enthusiasm when teaching children. All required documentation regarding the care of children is in place, it is current, well organised and appropriately stored with an awareness of confidentiality. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- continue to promote diversity through daily activities and routines.

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):

- improve systems that inform parents about the Foundation Stage curriculum
- develop systems to record children's next steps in learning.

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