



## **Fledglings Day Nursery**

Inspection report for early years provision

**Unique Reference Number** 591035

**Inspection date** 27 March 2006

**Inspector** Ann Doreen Burford

**Setting Address** Birchy Cross House, Tithe Barn Lane, TANWORTH IN ARDEN,  
Solihull, West Midlands, B94 5DJ

**Telephone number** 01564 742032

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**Registered person** Fledglings Nursery Ltd

**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](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 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 Day Nursery opened in September 2000. It operates from five rooms in a converted building on a residential site in the rural village of Tanworth in Arden, Warwickshire. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area. The nursery is open each weekday from 07:30 to 18:00 all year round.

There are currently 60 children from 3 months to 4 years on roll. Of these, 12 children

receive funding for nursery education. Children attend for a variety of sessions. The nursery has procedures to support children with special educational needs and who use English as an additional language.

The nursery employs seven full-time and two part-time staff to work with the children. Of these, twenty including the manager, hold appropriate early years qualifications. There are three staff currently working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a wide range of experiences which contribute to their good health. This is achieved in several ways. The premises and equipment are maintained to a very good standard of cleanliness. Good hygiene procedures are followed by children and staff. The toilet area is easily accessed by children with all facilities being at child height. This means children soon learn how to take care of their own personal needs independently. However, because the pre-school children have to walk through the toddler room to reach the bathroom they do not always wash their hands before eating at snack time. Children help with appropriate tasks to keep the room and equipment clean and tidy. When children are taken ill, they are well cared for and every step is taken to minimise the risk of cross-infection. Children are protected from the harmful effects of the sun in hot weather because staff are pro-active in their approach. They ensure children wear sun hats and have written permission to apply sun cream. Time spent playing outdoors during hot weather is closely monitored and suitable equipment is used to provide shade.

All the children enjoy the extremely well organised lunch and snack times. The younger children sit together as they enjoy this social occasion. The pre-school children can choose when they want to help themselves to a snack to develop their independence and learn about how food helps to keep them healthy. A lovely atmosphere is created by staff because they sit with the younger children and encourage excellent conversations. Good table manners are expected. Children with food allergies or requiring special diets are well catered for. Fresh fruit is provided for snack time. Children have a nutritious cooked meal at lunch times. Organic ingredients are used to create a range of delicious frozen meals cooked by an outside caterer. These are then re-heated on the premises. Lunchtimes are well organised and tablecloths create an attractive hygienic area for mealtimes.

Children benefit from the opportunities for daily fresh air and exercise. There is sufficient equipment available to support children who wish to climb, crawl and slide. The rooms and furniture are designed to enable children to move freely. Suitable equipment is provided so younger children can develop their mobility skills, for example push along toys to aid walking.

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

The provision is outstanding.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. The layout of the nursery creates a very attractive, stimulating area for the children. Furniture and equipment is set out to enable children to move freely and safely. All rooms have risk assessment books so staff are vigilant in making each play room safe for the children. These books are monitored by the management as there is a staff member with responsibility for health and safety. Part of her role is to evaluate any accidents and ensure every step is taken to minimise hazards. Children are kept safe because of the attention to detail and every reasonable precaution is taken to minimise risks. The security is exceptional. There is an intercom and closed circuit television system to monitor visitors access to the setting. Any visitors to the setting have to wait at the perimeter gates and identify themselves before being allowed into the grounds. Security key pads on all exterior doors mean only staff can let themselves in. All other visitors have to ring the door bell.

Children independently select activities from a wide range of high quality toys and equipment, which meet safety requirements. All safety features are in place including safety gates and smoke alarms. Children regularly practise the emergency evacuation procedure. The child-height storage units enable children to self-select toys safely. Age-appropriate equipment is available for children needing to sleep. Travel cots with separate bedding are used for the youngest children. A staff member is always in the room to monitor sleeping children and ensure they are safe.

Children's welfare is safeguarded because staff have a very good understanding of child protection procedures. The staff are aware of their duties in relation to child protection. All of the staff have attended appropriate training to ensure they fully understand their roles and responsibilities in protecting children and keeping them safe.

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

The provision is good.

Children are involved in a wide variety of interesting and stimulating activities that support them making good progress. The warm caring relationships between adults and children are evident. This is achieved because of the effective key worker system. For example, the nappy changing and feeding routine for each child is usually provided by the same person so trust is naturally developed. Staff have a sound knowledge of child development and regularly access appropriate training. The staff working with the younger children have all accessed relevant training and information sessions on the 'Birth to three matters' framework. They use this framework effectively to complete younger children's individual play plans and assessments. The ideals from the framework are used to provide a challenging and inspirational range of experiences. The room for the babies has a very baby friendly sensory area and clearly engages them. It creates a lovely calm atmosphere where babies can feel secure as well as being stimulated. Children are grouped to enable them to be challenged. The toddlers also participate in many sensory experiences. They giggle and laugh as they readily join in imaginative activities. Some of the toddlers thoroughly enjoyed popping bubbles as they moved across bubble wrap.

The noise and tactile experience totally engaged these toddlers. Staff and management liaise closely with outside agencies, such as the local authority to ensure their knowledge and understanding of current good practice is maintained. They all have a strong commitment to continue to develop their own knowledge of childcare and education.

## Nursery Education

The quality of teaching and learning is good with some outstanding aspects. Children's personal, social and emotional development underpins the rest of the learning. Children understand the room's rules and strategies are in place to help children develop their ability to share and take turns. Children are enthusiastic and frequently initiate their own learning. For example, the children decided to create their own interpretation of what frog spawn looks like. They were appropriately supported in achieving this. Children can self-select many resources independently. This means there is a balance between adult and child led activities and children make good links in their learning.

Communication, language and literacy are excellent. Children see a wealth of labels and posters so understand the importance of the written word. Many children recognise familiar words and are exceptional in their linking sounds to letters. Children give meaning to their mark making. Most children are starting to form letters correctly and some can write their own names. Children enjoy stories and know how to use books as a reference. The book corner is an attractive inviting area where children can sit and enjoy the books by themselves or as a group with an adult.

Mathematical development is very good. The range of resources supports children developing a sound understanding of mathematical concepts. They can do simple addition and subtraction. They understand there are larger numbers. They measure and use mathematical language spontaneously in their play. Children have helped to make many of the resources so enjoy the sense of satisfaction as well as developing their understanding through the use of home-made games.

Most areas of knowledge and understanding of the world are covered well. Children can construct their own models and use them in their imaginative play. Children use a range of replica technology, for example they used the toy till in the pet shop with gusto. They particularly enjoyed scanning the items before charging the 'shopper' for their purchases. They listen intently to each telling details of their family and home experiences, but they only have limited opportunities to learn about other cultures and traditions.

Creative play is a particular strength as children use their imaginations during the many different role-play opportunities. The pet shop is well resourced and gives children the chance to extend their learning. This includes learning about how to care for their pets, use play money, and read simple signs. The role-play area is regularly changed and reflects the current topic. Music sessions are frequently provided by an outside provider and enable children to use different musical instruments as well as being able to follow a rhythm. These sessions are followed up by the staff and re-inforce children's enjoyment of this skill.

Physical play for children is good. There are many resources for children to use to develop their hand and eye coordination. They are skilled at using a variety of tools and equipment. The outdoor area is attractive with an all weather surface so children can play outside regardless of the weather conditions, but it is not currently used to its full potential to extend children's learning and experiences when outdoors.

Overall, children make good progress in all areas of learning because of staff's knowledge and understanding of the foundation stage. The effectiveness of curriculum planning and assessment for all funded children is very good. The staff plan interesting activities, which they adapt to meet individual needs and interests. As a result, children are motivated and make many good links in their learning. The staff's imaginative approach to providing new ideas means children are captivated by an extensive range of stimulating, relevant activities for indoors. All children are eager to learn, self assured in their play and confident to try new experiences. There is a comprehensive range of resources within the play areas covering all areas of development which is constantly being expanded. Adults consistently and positively interact with the children to encourage their interest, involvement and learning. There are strategies in place to support children with special needs. Staff work closely with parents and other professionals to ensure children reach their full potential. There are strategies to ensure children who have English as an additional language are given full support. Staff achieve a balance between supervised activities and allowing children the freedom to initiate their own learning. Most of the time the play is led by the children to enable them to become independent learners.

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

The provision is good.

Children have a strong sense of belonging and of their own identity within the group. A keyworker system is in place so children can build a strong bond with the staff. The wonderful array of photographs all around the nursery capture the magical moments when all the children participate in a wide range of activities that engage them in imaginative and inspiring experiences. For example, the photographs showing the delight of the babies sat in the middle of large pieces of paper painting themselves, as well as the paper. Children participate in some activities to promote their understanding of others within the group, but there are limited resources and images for children to learn about the wider, diverse community. There are strategies in place to support children with special educational needs. Some staff have accessed relevant training and links have been forged with outside agencies that can offer help and advice. The setting has written information available for staff and parents to use as a reference.

Children's understanding of the rules and how they should behave is given strong emphasis. This works well as children's behaviour is very good throughout the nursery. Children are helped to develop their own strategies to resolve conflict without confrontation. This works extremely well as children start to resolve disputes for themselves. Children understand and follow the clear rules within the setting. Rules are simple and made easy for children to understand, such as wearing a label to show it is their turn to play in the water. They are thoughtful and caring towards

each other. Children help each other with simple tasks, for example helping to put on aprons. The provision fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is good. Relationships with parents are very friendly. Staff make parents welcome and share a wealth of relevant information items with them. There is a parents' notice board which is regularly updated and includes items of news in regard to the setting as well as more general information items about childcare and education. A copy of the written policies and procedures are displayed in every room. Parents are given regular newsletters about the topics being used with the children and ideas they can try at home with their child. Parents are extremely well informed about their child's progress and how the assessment of their child is organised. They are involved in the decisions of how to help their child take the next step in their progress. This means that children receive consistent high quality care and education.

## **Organisation**

The organisation is outstanding.

Children's care is enhanced because of the expertise of staff, the good quality organisation and the very good leadership and management of nursery education. They have identified their weaknesses and have developed an action plan to address them. This means the setting continues to improve its practice and embraces change. They aim extremely high and never stop in their focus to provide best care. There is a low turnover of staff enabling them to become a well-established team. There is a strong commitment to training from the management and all staff attend ongoing suitable courses and information sessions. All staff are committed to continuous improvement and development. The key worker system is effective and the staff get to know the children extremely well.

The policies and procedures work in practice to promote children's health, safety and well-being. There are many detailed documents in place. These are regularly reviewed and updated taking into consideration current legislation affecting the care of children. All of the required documentation is readily available and stored securely.

Leadership and management are outstanding. The leadership of the setting is inspirational and well organised. Where a weakness in provision has been identified the staff and management work together to improve that particular area as they constantly strive to provide best practice. The owner and manager are pro-active in their support of staff and implement innovative ideas. Staff are well motivated and are fully supported in accessing ongoing relevant training. All the staff and management frequently evaluate the provision of the care and education and continually strive for improvement. There is a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. The management and staff are committed to a high standard of care and education in which every child matters. Systems are well developed to evaluate and monitor staff performance and development the effect the nursery programme has on children's progress. This ensures the nursery fulfils its vision to provide a high quality standard of care for

children and provides maximum learning opportunities. Staff work as an effective team and all are very good role-models.

Overall, children's needs are met.

### **Improvements since the last inspection**

At the last inspection the management and staff were asked to improve children's independence. This has been achieved because there has been an extension to the rooms and children are grouped appropriately. The older children have their own bathroom facilities that they can access freely. A book corner has been created for the older children so they can freely access books for themselves. This means children's independence has been improved.

The policies and procedures have been reviewed and improved. The medication records accurately record the time the medicines are administered. There is now a robust written procedure in the event of an allegation is made against a member of staff. This means the health and safety of the children has been improved.

### **Complaints since the last inspection**

There are no complaints to report since registration.

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 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 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 range of activities and images to promote children's knowledge and understanding of the diverse community
- ensure all children understand the importance of washing hands before eating



and develop a strategy to ensure the children in the pre-school can wash their hands before snack time.

### **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 the use of the outdoor area to further enhance children's experiences across all areas of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)