

# Fledglings Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	403447
<b>Inspection date</b>	07 February 2008
<b>Inspector</b>	Teresa Ann Clark
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<b>Registered person</b>	Fledglings Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Fledglings Day Nursery Limited is privately owned and based in Irlam, Salford. It is one of three nurseries in the Fledglings organisation. It operates out of several rooms of a purpose built unit and from the children's centre adjacent to the nursery. Children from the nursery currently move between both units for some parts of the day.

All children's rooms are situated on the ground floor. There is a fully enclosed outdoor play area for all of the children. The nursery offers full day care, before and after school and holiday care. The nursery may care for a maximum of 133 children at any one time. There are currently 107 children on roll of which 24 are in receipt of nursery education funding. The out of school club may care for a maximum of 26 children at any one time. There are currently 21 children on roll.

The nursery operates between 07.45 to 18.00 Monday to Friday all the year round, excluding bank holidays. The nursery supports children with learning difficulties and disabilities. There are 27 staff working with the children, of these, 24 hold suitable qualifications and one is

working towards a qualification. The setting receives support from the local authority and an early years teacher from the children's centre.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Staff follow some effective hygiene practices to promote children's health, for example, the wearing of gloves and aprons for changing nappies and when serving food. The use of anti-bacterial sprays for cleaning surfaces helps to prevent the spread of infection, however, staff do not always ensure the bathroom for the younger children is hygienic and safe. On the day of inspection a used potty is not emptied and left uncovered in the bathroom, which poses a health risk to children. Older children are developing an understanding about healthy practices, for example, one child tells another that they must cover their mouth when they cough. Children access tissues to wipe their noses throughout the day and understand that washing their hands gets rid of germs.

Accidents, incidents and any medication administered are recorded conscientiously by the staff and acknowledged with parental signatures. The high numbers of staff who hold first aid certificates ensures children receive appropriate treatment in the event of any minor injuries. The exclusion of children who are ill helps to minimise the risk of cross infection.

Children learn about a healthy diet as they are provided with healthy and nutritious food, which is cooked on the premises using fresh ingredients. The cook effectively adapts the nursery's pre-planned menus to meet the needs and preferences of children attending, whilst providing a balanced diet. Snacks and meals include plenty of fruit and vegetables. All children have access to fresh drinking water throughout the day to quench their thirst. Babies are offered cooled, boiled water to keep hydrated.

Parents are consulted about children's dietary requirements and all staff are made aware of these to ensure children remain safe. Children's independence is fostered at lunch times as they are given appropriate cutlery and very young children make good attempts at feeding themselves. Babies are fed in accordance with their own needs; staff hold them comfortably in their arms during bottle feeds; they give good eye contact and ample time for them to feed at their own pace, ensuring babies enjoy a pleasurable experience. Older children's independence skills are well fostered as they help to set out the tables and give out the snacks.

High priority is put upon the children developing their physical skills and a healthy lifestyle. All children play out regularly in the safe outdoor area. Children enjoy riding wheeled toys and in doing so learn to negotiate space. They climb the large apparatus to develop their climbing and balancing skills. Children take part in weekly physical exercise sessions, where they use a range of equipment to develop their skills. Babies practise their walking skills with the aid of push along toys and toddlers enjoy walking up and down the sloped grassed area, which provides a safe challenge and helps them gain control of their bodies.

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

The provision is satisfactory.

Children are cared for in a welcoming and friendly environment which helps them to settle and feel secure. Children and parents gain a strong sense of belonging within the setting due to

the warm and encouraging welcome they both receive from staff. Information is well displayed for parents together with children's art work.

There is a good amount of outdoor space, which ensures all children have access to outdoors each day, however, the outdoors is not used to its full potential to promote learning in all areas of the curriculum. There is sufficient space for children to move around and play safely, for example, the babies have ample space to enable them to crawl around the play room and to practise their walking skills. There are adequate toilet and bathroom facilities, but the hot water in some bathrooms is not maintained at a comfortable temperature for children to use.

The environment for the older children is well organised which enables them to make confident use of the resources. These are plentiful, age-appropriate and well labelled. They are easily accessible because they are at child height and well maintained, minimising risks to children, however, there is a lack of equipment to enable children to explore and investigate, for example, magnifying glasses and magnets. The organisation of some areas for the younger children is uninviting as toys are cluttered and not easily accessible from some storage areas, for example, dolls stacked in baskets, several puzzles stacked in drawers and dressing up clothes not well organised. As a result, children seldom access these items independently to develop and extend their learning.

The premises are secure indoors and outdoors. Visitors are recorded as they enter and leave the building. Staff are vigilant as they travel between the two nursery buildings as they ensure children are counted and within their sight. Children learn to keep themselves safe, as they take part in fire drills and learn to tidy up after themselves. Staff use gentle reminders about using resources safely, which helps to protect children from accidents. The risk of accidental injury is minimised by some positive steps taken by staff, for example, daily checks are carried out in each room to identify potential hazards and regular risk assessments are carried out on the nursery, however, hazardous substances stored in the toilet with disabled access are not identified and pose a risk to children's safety.

Children are protected as staff have a sound knowledge of the signs and symptoms of child abuse and they hold relevant contact numbers. Safeguarding procedures are displayed in the children's play rooms in the event of any concerns. Staff have attended recent training in this area and a clear policy is in place. This is shared with parents who sign to state that they have read and understood the policy.

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

The provision is good.

Children are content, secure and have positive relationships with staff. Children's emotional needs are well fostered because staff work well with them to encourage them to settle and develop in confidence. As a result, children develop strong bonds and friendships with the staff which ensures they feel comfortable about seeking adult support when they need it, for example, a toddler walks up to a member of staff and gives her a hug, she then points to her bottle to show she wants a drink.

Very young babies benefit as they receive good levels of interaction from staff who take pleasure in caring and nurturing them. Babies enjoy exploring a range of natural materials using all their senses, they giggle as they play 'peek-a-boo' with a large piece of fabric. Staff echo children's verbal communication and name objects that children point to, thereby encouraging their

language development. The babies develop their confidence in moving around the room to access toys and resources that they want.

Staff make good use of the 'Birth to three matters' framework to promote learning and children make some choices about their activities. They enjoy learning to explore and investigate, using their senses, as they play with bubble water, sand, paint and shaving foam. Staff know the children and are developing their skills and confidence in ensuring that the planning reflects this knowledge and the next steps for children's play, learning and development.

Children who attend the out of school services have access to a suitable range of equipment and resources which reflect their particular age group and interest. Children make choices about what they want to do from the accessible resources. They particularly enjoy making up their own games, such as playing in dens and outdoor activities. They tell the inspector that they like coming to the club and enjoy playing with their friends. They say the staff are kind and helpful.

### Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the early learning goals and this is reflected in their teaching. They provide a broad range of interesting, practical activities which promote much effective learning. Staff take care to present activities in an interesting and meaningful way. As a result, children's interest and concentration in activities is sustained, helping them to make good progress. Children receive a high level of support and guidance from the staff as they take part in a wide, balanced range of activities.

Staff are enthusiastic and conscientious. They are good role models and set a very professional tone. They promote the children's thinking by asking appropriate open-ended questions and encourage them to talk about their experiences as they play. The activities planned are based on children's interests, which staff effectively develop to provide meaningful experiences, for example, a child's interest in dressing up as a bride led to the role play area being transformed into a wedding shop and staff and parents providing artefacts to support the theme, such as wedding albums and music.

Children thoroughly enjoy their play and are purposefully and consistently engaged. There are many opportunities for independent and adult initiated learning throughout the sessions, for example, children are able to design, create and build because they can freely access a good range of media, tools and materials. Children are independent as they put on aprons and coats, choose activities and select resources. Their concentration is developing, for example, children spend lengthy periods playing in the water and imaginatively play with the pirate ship.

Children confidently express themselves using a wide and varied vocabulary. They spend lots of discussion time with the staff, during their play and at circle times and consequently are developing good recall skills and questioning minds. They are beginning to identify and recognise their own and others names in their environment. Children enjoy listening to stories and enjoy dressing up as characters, predicting events and even making up their own stories during their role play. They confidently stand up and sing their favourite rhymes to the rest of the group. Children are developing an understanding of the different purposes for writing as they are encouraged to mark make in all areas of their play.

Children are developing a good early understanding of number and mathematical concepts, for example, simple counting songs and visual aids are used effectively by staff, to help children

gain an awareness of early concepts of simple addition and subtraction. The children use their knowledge to solve simple problems, such as how many cups and plates they require to set the table for lunch. They also estimate how much sticky tape they need when making their train. The fun and practical activities in the water play are helping the children to understand about volume, capacity and weight. Children's perceptions of their experiences can clearly be seen in their imaginative games, for example, children dressing and feeding the dolls.

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

The provision is good.

Children develop an awareness of diversity and the wider community as staff make good use of resources and planned activities to promote this. Children develop an awareness of different cultures and beliefs through topic work relating to festivals, such as Chinese New Year and Diwali. Children with learning difficulties are fully included in all aspects of the nursery day, which promotes equality of opportunity, for example, staff adapt routines and activities to ensure children's individual needs are successfully met. Staff are skilled in identifying children's needs and work cooperatively with parents and outside agencies to ensure children reach their full potential.

Children are becoming aware of the behavioural expectations within the nursery as they are gently reminded of the necessity to share, take turns and show concern for others, which encourages children to cooperate and play in harmony. They are familiar with the routines of the nursery and respond well to praise and encouragement from staff. The use of stickers also reinforces positive behaviour from children. Children's spiritual, moral, social and cultural development is fostered.

Staff and parents establish positive relationships. Parents of babies and young children are well informed about their children's day to day experiences through use of a daily diary sheet. Staff request information about children before a child joins the nursery and obtain relevant parental permissions. This information is used to help meet children's needs. Staff value and respect the views of parents and work closely with them to meet children's needs. Any concerns are dealt with promptly and recorded appropriately.

The partnership with parents and carers of children receiving nursery education is good. Parents receive a good level of information about the education provision through the parent's brochure, regular newsletters and written information about activities. They are encouraged to be involved in their children's learning through completing regular tasks with their child at home. Staff produce detailed information about children's progress in the form of written reports and regularly complete assessment profiles. The introduction of Barnaby bear will further develop the links between nursery and home.

### **Organisation**

The organisation is good.

Children are happy and secure in the nursery because they benefit from positive relationships with their carer's. Children are allocated a key worker which ensures arrangements are in place to monitor their progress and welfare. Children benefit from consistent daily routines for eating, rest and sleep although parental wishes are appropriately considered. Staff are well deployed which ensures children are appropriately supervised and supported at all times. As a consequence, the day runs smoothly and calmly for all the children. Children benefit from the familiarity of

designated base rooms which helps them to feel secure. They also have access to a sensory room, which provides opportunities for quiet time and small group activities.

There are clear written procedures in place for the appointment of staff, which ensure that the required checks are carried out and that staff are suitable to work with young children. Most staff hold relevant qualifications, which has a beneficial effect on children's learning and welfare. Detailed policies and procedures are effectively in place and contribute to positive outcomes for children. Records are used effectively to support the care of children and comply with regulations.

The leadership and management of the nursery education is good. Children benefit from the efficient management of the education programme. Staff receive positive direction from the management team and are encouraged through regular training and updates to maintain and extend their professional practice. There are procedures in place which effectively monitor and evaluate the quality of the nursery educational programme. These have already identified and highlighted areas for improvement and are informing the direction of staff training and future development of the provision. The quality of teaching is also monitored through regular staff appraisals. The staff receive support from the teacher employed by the children's centre regarding improvements to the provision. This approach has a positive effect on the quality of children's learning.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last care inspection the provider agreed to ensure all staff understand the policies and procedures for the nursery and to ensure existing injuries are recorded and monitored.

The nursery has successfully addressed both issues. A clear induction procedure ensures all staff are made aware of the nursery's policies and procedures. All staff are involved with reviewing the policies and the nursery reviews a policy each month. The management also organise quiz questions about policies and procedures at staff meetings. This ensures that staff keep up to date and abreast of any changes. Staff are vigilant at recording existing injuries and these are monitored by the management to ensure the safety and welfare of children.

At the last education inspection the provider agreed to review the planning to ensure all staff are clear about their role and what children are intended to learn, improve the consistency of interaction and support and use of equipment outdoors to develop children's learning. The provider also agreed to develop the monitoring and evaluation system to include strategies to address improvements in the education provision. All staff working with the children are involved in the planning of activities, so they are clear about what children are expected to learn. The staff working with the children are well motivated and conscientious. They involve themselves in children's play using good questioning techniques to challenge children's thinking and learning. The children also have access to additional equipment through the use of the children's centre, which provides sufficient challenge for older children. There has been a change in management since the last inspection. The new management team have clear systems for monitoring the education provision; this involves identifying weaknesses and setting up action plans. The nursery also receives support from the children's centre teacher.

## 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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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 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):

- ensure that hygienic procedures are followed with regard to children using potties
- improve the organisation of the playrooms to provide a more stimulating learning environment with easy access to toys and equipment for children
- ensure that the hot water in the children's bathrooms is maintained at a suitable temperature and hazardous substances are made inaccessible to children.

### 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):

- develop the outdoor environment to promote children's learning in all aspects of the curriculum.

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)