

Fledglings Nursery (Solihull) Ltd

Inspection report for early years provision

Unique reference number	591035
Inspection date	06/01/2009
Inspector	Carol Johnson
Setting address	Birchy Cross House, Tithe Barn Lane, TANWORTH IN ARDEN, Solihull, West Midlands, B94 5DJ
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Fledglings nursery opened in September 2000 and is privately owned. It operates from five rooms, on two levels, in a purpose built nursery on a residential site in the rural village of Tanworth in Arden, Warwickshire. Care for some children is provided on the first floor of the property and there is no lift. A portable ramp is available to aid access to the premises for people with a disability. There is a fully enclosed garden available for outside play.

The nursery is in receipt of nursery education funding and is registered on the Early Years Register. It is registered to care for a maximum of 44 children at any one time and currently, 70 children attend. The nursery is open each weekday from 07.30 until 18.00. It closes for Bank Holidays and for one week over Christmas and New Year. The nursery has systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery serves the local area.

The nursery employs 19 members of staff who work directly with the children. All but one member of staff holds appropriate early years qualifications. The manager holds a Higher National Diploma in Early Childhood Studies. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The setting is very effective in meeting the needs of children in the Early Years Foundation Stage (EYFS) because children are at the heart of all that happens within the nursery. They and their families are warmly welcomed and staff demonstrate, through their enthusiasm and professionalism, that each child is valued and special. They thoughtfully organise the environment and plan and facilitate an extremely exciting range of experiences for children. Consequently children flourish and demonstrate high levels of independence and self-esteem, and their welfare is effectively safeguarded, and security a very high priority. The nursery demonstrates a very strong capacity for improvement and regular monitoring and evaluation of all aspects of the provision leads to the clear identification of targets and priorities.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend strategies that encourage parents to contribute to their child's learning and development record and to involve them in their child's continuous learning and development.

The leadership and management of the early years provision

The leadership and management of the provision is exemplary. Regular communication between management and the staff team means that good practice and the desire to make the setting the best that they can is encouraged and shared. Ongoing reflective practice enhances children's welfare and results in a highly focused and driven staff team. Management actively seek and utilise support and guidance from the local authority development team and this helps management and the staff team to effectively assess and improve their practice.

A successful working partnership has been developed with parents and others. Several parents commented positively on many aspects of the nursery during the inspection. Regular two-way communication between staff and parents effectively supports children's learning and development and ensures continuity and consistency of care. Notice boards around the nursery display a wealth of useful information and children's work is attractively displayed. Strong links have been fostered with the local community and children receive visits from the librarian and have taken part in various fundraising events.

Children are exceptionally well safeguarded. Robust and vigorous procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. A comprehensive safeguarding policy is in place and all staff members have recently received child protection training. Personal and professional development of all staff is actively encouraged and the result is a knowledgeable and enthusiastic staff team who effectively support and include all children. Several staff members are qualified above level three and some hold management qualifications. The manager is working towards Early Years Professional Status. Policies and procedures are regularly reviewed and fully support the safe and efficient management of the provision. All paperwork is effectively maintained.

The quality and standards of the early years provision

Children make excellent progress in all areas of learning and development and are having lots of fun. Staff structure the day flexibly and make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. The quality of planning for individuals is of a very high standard and it is carefully informed through regular observations of children during play. Children with additional needs are supported admirably as staff thoughtfully plan activities to encourage all children to reach their full potential.

Effective communication between staff and parents ensure that secure links are made between children's home life and the nursery. Staff know individual children's personalities well and the effective key person system actively encourages parents to share information about their child. Attractive and informative 'Learning Journeys' are maintained for children and parents are invited to contribute to these. However, not all do so and as a result the picture built of their child may not fully reflect their interests, achievements and abilities. A wide

range of strategies have been adopted to help actively parents in their children's learning at home and in the setting. For example, parents are invited to come into the setting to share their knowledge and expertise with the children and an open session was provided to show parents the various learning opportunities created through access to outdoor play. Management identify that this is an area they wish to develop further to enhance the existing parent partnership.

Children are learning about the wider world through outings, craft activities, stories, music and everyday discussion. A range of religious and cultural festivals are explored and resources reflect positive images of diversity. Children show an avid interest in books and stories and an array of texts are available to them. Pre-school children listen intently during group times and staff skilfully encourage them to reflect on past activities and experiences. During circle time children recall the recent nativity play and talk animatedly about the people in the story and the roles that they took in the play.

Children's creativity is exceptionally well supported. They enjoy the freedom to select and express their ideas through easy access to a wide range of stimulating materials, for example, paint, dough, sand, construction toys and 'junk'. The nursery invites outside visitors to the setting to enhance children's learning and range of experiences, for example, music, yoga and dance teachers work with the children. Older children are very confident and are beginning to form strong friendships with their peers. Younger children benefit from the warm and sensitive nature of the staff who care for them. They are at ease with them and are happy to go to staff for comfort, reassurance and support.

Children are developing excellent habits as active, inquisitive and independent learners. Staff promote this through the effective use of open-ended questions and the provision of a wide range of carefully chosen and accessible resources. Children are able to select a wide variety of resources for themselves and they help staff to tidy them away after play. A thoughtfully planned environment makes this possible and available space is optimised well. Children are learning to protect their own safety through discussions during everyday experiences. For example, children are taught to use scissors and tools carefully and at lunchtime staff remind children about walking carefully to their seats with food. Children listen to staff and demonstrate good behaviour and manners.

Children's good health is rigorously promoted. They receive balanced and nutritious meals and snacks and a good mix of spontaneous and carefully planned experiences help to promote a knowledge and understanding of health issues. All children play outside on a daily basis. This allows them to experience nature, the changing weather and seasons and to enjoy the space and opportunity to be physically active and exuberant. Children have an abundance of fun playing outside in the snow, on the day of the inspection. They learn about change as they collect snow and watch it melt; they make patterns in the snow using various tools and equipment and dig and use rakes and brooms to move snow from one place to another.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.