

Fledglings Day Nursery

Inspection report for early years provision

Unique reference number EY255805
Inspection date 04/02/2009
Inspector Helen Griffiths

Setting address Little Heath School, Little Heath Road, Tilehurst, READING,
RG31 5TY
Telephone number 01189 451545
Email buddiespreschool@hotmail.co.uk
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 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 Day Nursery opened originally in 1992 and changed ownership in 2002; it is privately owned and managed. The nursery operates from new, purpose-built premises, consisting of three rooms and a large fully enclosed outdoor area, in the grounds of Little Heath School in the village of Tilehurst, near Reading.

The nursery serves a wide geographical area and is open from Monday to Friday all year round. Sessions are from 08:00 to 18:00.

There are currently 54 children on roll, of these, five are 4-5 year olds, ten are 3-4 year olds, fifteen are 2-3 year olds, nineteen are 1-2 year olds and five are under 1 year. This includes 14 children who are in receipt of funding for nursery education. 24 children attend per day.

Children may attend for a variety of sessions each week. The nursery is able to support children who have English as an additional language, although there are currently no such children on roll.

There are twelve staff members employed to work with the children. Of these, eight have relevant early years qualifications to NVQ level 2 or 3, one is working towards level 2 and two staff have an advanced qualification in childcare.

The nursery receives regular support from the early years development worker. Fledglings Day Nursery is registered on the Early Years Register.

Overall effectiveness of the early years provision

Fledglings Day Nursery is effective in providing a good standard of care, so that children's needs are met well and they enjoy their time in the setting. Good learning opportunities help to meet the needs of all children and keep them actively engaged.

The capacity to maintain continuous improvement is outstanding because of rigorous monitoring of children's progress and of their activities to ensure that these meet children's needs; and the ongoing record of ideas and reviews for improvement. The provision promotes inclusive practice through effective procedures, which ensure that any need for additional support is identified early. Adults are sensitive to the differing needs of the children in the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update information for parents in line with organisational changes

The leadership and management of the early years provision

The leadership and management of the setting are outstanding. The joint owner-managers have, since the last inspection, designed and financed the new building, and worked within the nearby school during the demolition and rebuilding. Throughout, they have maintained continuity of high quality provision for the children in their care.

They are very well focused in helping all children (including those with learning difficulties and disabilities) to make progress in their learning and development and in promoting their welfare.

The quality of self-evaluation is excellent. Through regular reviews and continuous self-assessment, they have identified strengths in their provision and implemented the EYFS curriculum, as well as being constantly alert to improvements. For example, the nursery's brochure for parents is being updated as part of a rolling programme to reflect organisational changes and this is being shared with parents.

The setting runs smoothly on a day to day basis. Ongoing reviews of individual children's needs by the leadership help ensure that resources are plentiful, varied, well-used and well-adapted to children's needs.

Vetting and safeguarding procedures are excellent. Children feel safe and secure. Very good and constantly improving links with parents are in place, through learning journals and learning plans. Good links are in place with the school where the provision is based.

The quality and standards of the early years provision

The setting supports children's learning and development well, through structured play, independent sessions and outdoor activities. These include good opportunities for older children to work and play together. Children learn about the importance of staying safe in the secure environment and on trips to the nearby village.

In all these structured sessions and other activities, children's learning and development are recorded meticulously and extensively. All sessions are carefully recorded and monitored in a format accessible to parents and carers and shared regularly with them. Records track children's welfare very well. Adults effectively help children enjoy their learning.

Children are taught about the importance of healthy eating through healthy snacks at meal and break times. Procedures to safeguard children are excellent. Those in charge work well in partnership with others to ensure that children's needs and welfare are met.

Children's learning and development, in relation to their physical, social and emotional development, are good. Children play well together. All children have

good opportunities to play organised and supervised games outside. Older children have good opportunities to take responsibility, for example for laying tables and taking messages. These all help children make good progress in basic learning skills.

Children feel well supported and cared for and clearly enjoy their learning. The ratio of adults to children and the small size of the groups contribute to the excellent care these children receive. There is a strong bond of trust between children and adults and a warm, gentle, friendly and welcoming atmosphere. This safe and supportive environment enables children to thrive.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

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?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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