

# The Fledglings at Myerscough

Inspection report for early years provision

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**Unique reference number**

EY275113

**Inspection date**

25/08/2009

**Inspector**

Mary Wignall

**Setting address**

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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 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**

The Fledglings at Myerscough day nursery opened in November 2003. The nursery operates from a single-storey, purpose-built building on the site of Myerscough College in Bilsborrow near Preston, Lancashire and is managed from Ashbridge School. The nursery serves the local area. It is registered on the Early Years Register.

There are currently 49 children on roll. The nursery opens five days a week all year round from 7.45am until 5.30pm. The children are cared for by a team of seven staff, of whom five have a relevant Level 3 qualification and one is working towards a relevant Level 3 qualification. The setting receives support from a teacher from the teaching team at Ashbridge School.

## **Overall effectiveness of the early years provision**

Overall the setting is good. Children make good progress in their learning and development due to the staff interest and interaction with the children. Partnership with parents and other providers are consistently encouraged to provide more personalised care and learning for each child. Effective self-evaluation leads to continual improvements. All children are included through a strong key person system linked to the planning of appropriate and challenging activities.

## **What steps need to be taken to improve provision further?**

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

- consider using the Ofsted self-evaluation form and quality improvement processes as the basis for ongoing internal review
- support children's growing independence by allowing them to pour their own drinks and serve their own food
- give children a reason to count in practical situations.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain necessary information from the parents about who has legal contact with the child and who has parental responsibility for the child.

06/10/2009

## **The leadership and management of the early years provision**

Effective deployment of staff meets children's welfare and learning needs. For instance, changes to the organisation have increased the space available for children to play. This has increased their independent access to well planned resources and activities across all areas of learning. Self-evaluation is effective in

identifying areas for improvement as well as strengths. It involves staff and parents, although the systems used are not collated making sharing and reviewing less effective. An inclusive set of policies and procedures are clear, easy to read and clearly available for parents. Parents provide valuable information at the beginning of the placement about their child's development and interests, although information regarding parental responsibility is not obtained in line with requirements. Recently changed 'all about me' booklets mean staff have good written and photographic information of each child and their family backgrounds. Daily exchanges of information keep parents and staff informed of the children's activities and development. Information for older children is exchanged with parents and other providers that the children also attend. This creates a valuable exchange of information and enables each setting's key persons to plan effectively to ensure complementary and consistent experiences for the children.

Partnership is consistently encouraged. Parents receive clear information about the setting's complaint and safeguarding policies. Each is clear about the setting's responsibilities and has contact details of relevant agencies. Staff understand the safeguarding policy, including new staff due to good induction procedures. They understand the role of the designated person for safeguarding issues and are able to implement the procedures appropriately.

## **The quality and standards of the early years provision**

All staff are involved in the planning of activities. Observations of children's interests and achievements from previous weeks are used to plan fun and challenging activities. This results in active children eager to explore their environment and staff with a good knowledge of the children. Newly introduced transition forms aid the movement of children between groups and ensures consistency. Staff challenge and stimulate the children. For instance, in easy conversation they explain how the wheelbarrow would go rusty and not be fit to play with if left out in the rain. The children listen eagerly and help tidy it away.

Staff work well to provide a stimulating learning environment in which the children see print, number lines and independently access toys. At snack time some children tidy up. They show great cooperation as they help each other saying where the boxes go and moving them around to get them in the correct places. Other children happily go to their snack leaving their dolls' tea party set out and return to it afterwards. The well planned environment means children can dress up, see themselves in the mirror, or dress their dolls before joining the tea party. They pour pretend tea from pots or set the table complete with cloth and cups. They show confidence and independence as they make choices in their play. Snack and mealtimes offer the children healthy food choices, and opportunities to see and find their name in print as they sit at the tables. They have little opportunity to practise their growing independence skills at mealtimes, such as pouring their own drinks or helping to serve food, as this is done for them by the attentive staff.

Children count and recognise numbers in games and songs with staff. For instance, they count in action songs or recognise numbers as they play computer games. Children have less opportunity to count in practical situations to help reinforce their

learning. Staff sit with the children doing dot-to-dot on the computer, asking the children what they think the picture will be; they model good learning attitudes as they guess what the picture is. The children enjoy the challenge of guessing and show good mouse control.

Staff caring for the babies show genuine interest in the children. They celebrate on hearing them say a new word. For instance, saying 'butterfly' on seeing a low level picture. Staff recognise their emerging language. For instance, pushing a car into the garage they lift and open their hands saying and gesturing it has gone. The staff join in helping to find it and start the game again much to the delight of the children. Well thought-out resources encourage older children's language skills. For instance, children enjoy using walkie-talkies as they dress as emergency services staff transmitting important messages to each other. A well resourced book area with regular visits from the mobile library means children enjoy a wide range of books.

Staff are alert to the children's enjoyment. They ensure all are included and active. For instance, when one child does not have a pram to push, they get another one out ensuring there is sufficient for all to play.

Children sleep and rest according to their individual needs. Staff understand their individual patterns well. Babies and younger children sleep in a separate temperature monitored area. Staff regularly check sleeping babies and provide written information to parents to ensure continuity. A dedicated cleaner and a rota ensures all areas, toys and equipment are clean and in good condition.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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