

Fledglings Too Ltd

Inspection report for early years provision

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Inspection date	07/10/2009
Inspector	Christine Lynn Williams

Setting address	Chapel Lane, Wythall, Birmingham, B47 6JX
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Type of setting	Childcare on non-domestic premises
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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*.

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Description of the setting

Fledglings Too nursery is privately owned and run by the limited company Fledglings Too Ltd. It opened in 2007 and operates from a purpose-built, single storey building in Wythall, near the Birmingham and Worcestershire border. Children have access to enclosed outdoor play areas. The nursery is situated in its own grounds and is close to major commuter link roads into Birmingham and the Midlands motorway network. The nursery caters for a large geographical catchment area of towns and villages within the West Midlands. It is open each weekday from 7:30 a.m. to 6:00 p.m. for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 62 children may attend the nursery at any one time. There are currently 90 children aged from six months to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs. There are 21 members of staff, of whom all hold appropriate early years qualifications to at least NVQ level 2 or 3. Three member of staff are qualified to degree level and two are working towards Early Years Professional Status. The setting provides funded early education for three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and respond enthusiastically to the many interesting and stimulating learning activities offered. They are cared for in line with their unique learning and development needs and in partnership with parents and carers. Most aspects of children's welfare, learning and development are very strong, with some areas being exceptional. New management and improved leadership have led to new ways of working and effective self-evaluation has resulted in a clear vision of quality and well targeted priorities for future improvements. New national and local childcare initiatives are in the process of being implemented which are beginning to further raise the standards of the good quality care, learning and development already offered. However some of these have not yet been in place long enough to have had full impact on all the outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the arrangements for gaining information about children's living arrangements in order to monitor effectively their overall well-being.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by all staff. The management is proactive in regularly reviewing the nursery's safeguarding practice and in developing ways of consistently improving safety. There is a clear awareness of safeguarding issues among staff who are all appropriately checked. Effective management and regular training ensure that there are thorough arrangements for making referrals and sharing information between relevant agencies when necessary. Staff work closely with parents to gain relevant information about who can have access to their children and who is authorised to collect them. However, they do not gain full details about a family's varying living arrangements. Good strategies ensure children are kept safe. Monitoring, detailed risk assessments and safety checks are used well, with monthly audits on such things as accidents helping to identify possible problem areas.

Leadership and management of the setting are exceptional. Those in charge lead the nursery effectively, setting the operational ethos and supporting a culture of reflective thinking, improvement planning and on-going training. The manager is pro-active in attending local childcare meetings and forums and in using national and local early years initiatives to improve practice. However, some new ways of working have not been in place long enough to have had full impact. As a result, although some aspects of the nursery's practice are very strong, other areas have yet to benefit from planned improvements. Staff are well qualified and work effectively together to ensure children enjoy a safe and stimulating environment. Care rooms reflect the family backgrounds and cultures of the children attending and are attractively decorated with creative displays. Staff work towards narrowing the gap in levels of achievement by working closely with parents and outside professionals and have also attended training on specific issues such as inclusion and children who have special educational needs. Children's different learning styles are planned for and new resources and activities have recently been introduced to stimulate the learning needs and fascinations of boys as well as girls.

Relationships with parents are excellent. A true partnership is achieved as staff work closely with them to support, guide and nurture the children. Key persons liaise with parents, building strong relationships and ensuring that they understand and plan in advance for the needs of each child, including those with special needs. Parents are fully involved in learning about their child's achievements and are encouraged to support their child's learning at home. For example, they are given lists of the words their children have learnt in Spanish so that these can be practised at home. A wealth of useful information is provided to parents, so they know what will be provided for their child, and evening meetings and daily discussions with key workers mean that parents have the opportunity to discuss their child's progress in detail. Staff liaise well with external agencies and are developing relationships with local schools in order to share relevant information and aid children's transition into full-time education.

The quality and standards of the early years provision and outcomes for children

Children make good progress and enjoy close attention and lots of opportunities to become creative and independent thinkers. They confidently seek support from caring and attentive staff and take part in a good range of interesting activities and experiences. Staff plan clear learning outcomes for children that are based on children's varying abilities. They are skilled at engaging children so that they get the most out of their learning and carefully consider how they can provide activities and resources to capture each child's interest. Children are frequently observed, so that staff know what children enjoy doing and what progress they are making.

Children are developing good social skills as they are helped to understand each others' needs and make friends. They behave well, share, take turns and help each other. Pre-school aged children are encouraged to learn to take on responsibilities such as being snack time monitor, and this helps to prepare them for school. Children's individuality is valued and photographs of children's families are displayed to encourage them to share their home experiences with each other. They listen carefully to stories, enjoy looking at books and communicate well with each other. Music often plays in the background within the baby and toddler rooms and rhymes and songs play an important part in helping the youngest children to develop their language skills. Counting is threaded through most activities and a variety of quality resources help children to weigh, measure, sort and recognise shapes. Children delight in using their senses. They use sand, water, paint and foam and treasure baskets provide interesting objects for young children to investigate. There are lots of opportunities to build and construct and pre-school children benefit from daily use of a computer. Children of all ages enjoy being creative. They become engrossed in games that develop their imagination and enjoy drawing and painting.

Children are confident in exploring their surroundings because they feel safe, happy and secure. Strong attachments are made between children and their key person and good quality interactions ensure that children understand the rules and boundaries for their own safety. Careful use of space and risk assessments allow babies to safely crawl and develop early walking skills and they show they feel secure, knowing that a trusted adult is always close by. Older children learn to think and act safely when climbing on tyres and balancing on logs in the garden and enjoy practicing new physical skills in a safe and support environment. Children eat healthily and enjoy a wide range of physical activities that encourage healthy living and strong physical development. Staff have implemented highly effective systems to ensure children's health is promoted to an outstanding level. For example, children benefit greatly from baby massage and yoga sessions, eat five portions of fresh fruit or vegetables a day, and love being active in the nursery's gardens. Three and four year-olds learn important life skills as they help themselves to their snacks and learn to place their dirty plates and cups in the right tray. Other activities, such as lining up, ensure children are becoming well prepared for school.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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