

Fledgelings Day Nursery (Romford)

Inspection report for early years provision

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Inspector Marilyn Peacock

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Fledgelings Day Nursery (Romford) is one of two day nurseries owned by the current owner. It opened in 2007 and operates from a self-contained, converted house. It is situated in the London borough of Havering. A maximum of 35 children may attend the nursery at any one time. The nursery is open every weekday from 08:00 to 18:00 for 51 weeks of the year. There are currently 55 children aged from one year to four years on roll. The nursery employs nine members of staff. Of these, eight staff, including the manager hold appropriate early years qualifications and one member of staff is working towards a qualification. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a safe secure environment and enjoy a range of activities that are suitable for their age and stage of development. Staff know children well and value their uniqueness. They support children's learning reasonably well and children are making satisfactory progress towards the early learning goals. Although the evaluation of the provision is weak, discussion indicates that the capacity to improve is satisfactory. Planning for children's next steps on their learning journey need developing and daily routines are often over directed.

What steps need to be taken to improve provision further?

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

- develop a system of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- develop systems for the planning and learning experiences that build on children's current interests and stages of development to ensure they provide meaningful and appropriately challenging experiences for all children which help them progress on their learning journey
- review the daily routines and whole group, adult-led activities to ensure the individual needs interests and learning styles of all children are fully considered and provided for
- develop more opportunities for children to explore and share their individual thoughts, ideas and feelings creatively.

The effectiveness of leadership and management of the early years provision

Staff have a satisfactory knowledge and understanding of child protection issues and procedures. They are aware of their responsibility to report and follow up on

any concerns they may have about children their care. All staff have under taken enhanced Criminal Record Bureau checks. However, systems to ensure the staff's continuing suitability such as appraisals and monitoring of staff at work to help identify essential training needs have yet to be developed. Regular risk assessments help ensure the children's safety when indoors and outside of the nursery. All the required paperwork is place and generally well maintained policies and procedures outline the service provided, these are available to parents at all times via the nursery web site or through paper copies available in the nursery play rooms.

The well established staff team, most of whom have worked together for over ten years work well together; they know how each other work and are aware of their roles and responsibility. However this has led to a certain amount of complacency and a reluctance to change well practiced routines, consequently, there has not been as much progress towards the Early Years Foundation Stage as there could be. Staff deployment is satisfactory and ensures children get sufficient support. However, some of the routines of the setting are restrictive, and the use of whole group activities do not fully consider the individual needs, interests and learning styles of all children.

Self-evaluation is in its infancy and at present concentrates mainly on what is provided not areas for improvement, but plans are in place to extend the evaluation to parents and children to give a realistic picture of the strengths and weaknesses of the setting. The capacity to improve is satisfactory. The registered person is receptive and keen to develop the provision; she is aware of the need to review practice and monitor progress. To this end she has already employed a member of staff whose responsibility it is to develop the planning and assessment systems within both of her nurseries.

Staff gather some useful information on children's individual care needs at registration and informal chats when the parents collect their child ensures children's continuing welfare needs are known to staff. Staff complete settling in reports when children have settled in their rooms and invite parents to comment on their child's learning and development at home. Staff carry out regular observations and assessments of all children at play, in fact, sometimes they are so engaged in carrying out observations that they miss opportunities to introduce new concepts and progress children's learning within activities. Systems to identify children's next steps using these observations have still to be fully developed. Staff rely on their close working relationships to progress children's learning and again opportunities are missed to progress children's learning journeys. Partnerships with other providers where children also attend are not yet fully developed to ensure continuity in the welfare, learning and development of the children.

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

Children are developing good hygiene practices and are learning to take care of their personal care needs. Staff generally follow satisfactory hygiene practices, and illness and accidents are suitably well managed. Children receive healthy meals

and snacks and mealtimes are a sociable time where children and staff all sit together. However, staff take on all tasks, they pour children's drinks and serve their meals for them, consequently, children's independence is not fully promoted. Children have some choice in activities, they work in their key groups with their key person and rotate around the play rooms to try different activities. Children are happy and settled, and warm relationships between the children and staff are established. Children are forming strong friendships with their peers and behaviour is good. Children are encouraged to value each other's differences and respect one another and staff demonstrate positive attitudes to diversity and difference. Children enjoy sharing festivals and times of celebration such as Eid and Diwali.

Staff support children at activities, they give them guidance and support as necessary. Some good questioning helps children's critical thinking during adult-led activities. Children are developing a good understanding of number and early calculation; they recognise shapes and are starting to use mathematical language in their play. They learn about capacity while playing with water and sand, they share resources when building sandcastles and try and try again to produce a complete castle from the bucket. Children excitedly follow the growth of the daffodils they have planted. They paint pictures to represent their growth and reproduce the leaves and petals on sticks. However, children's creativity is stifled as adults often direct their artwork, they over rely on stencils and cutters, pages from books and activity sheets. Brushes and paper are too small for children to fully explore their developing creativity. The outdoor space is used every day for physical play. Children collect their coats and are starting to put on their own shoes which they collect from their own numbered boxes. They enjoy the freedom to run around and ride on wheeled toys which contributes to their good health. They often go out to the local park and the shopping centre to help develop their understanding of the local environment. Children are starting to recognise their names from the name cards on the lunch table and some ably write their name on their artwork.

Babies and toddlers love to play with a range of tactile objects. They let the sand run through their fingers and shake water bottles. They laugh as they press the buttons on the interactive toys and look to staff for reassurance when unsure. Staff are warm and caring; they know the children's routines and children enjoy lots of cuddles and are sung lullabies to help them sleep. Their independence is encouraged as they are starting to feed themselves.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met