



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 496336

DfES Number: 546266

### INSPECTION DETAILS

Inspection Date	01/07/2004
Inspector Name	Sheila Harrison

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Fledglings Nursery & Preschool
Setting Address	Ashlyns Hall Estate Chesham Road Berkhamsted Hertfordshire HP4 3AH

### REGISTERED PROVIDER DETAILS

Name	Fledglings Nursery & Preschool 04225720
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### ORGANISATION DETAILS

Name	Fledglings Nursery & Preschool
Address	Chesham Road Berkhamsted Hertfordshire HP4 3AH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Fledglings Nursery and Pre-School opened in 2001. It operates from 9 rooms within a self contained single storey building surrounded by the grounds of Ashlyns Hall. It serves the local area of Berkhamsted.

There are currently 116 children from six months to five years on roll. This includes 17 funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports no children with special needs or who speak English as an additional language.

The group opens five days a week, 51 weeks a year. Sessions are from 08:00 until 18:00.

Twelve full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Fledglings Nursery and Pre-School is acceptable but has some significant areas for improvement. Children's progress towards physical development is generally good, but their progress towards the other early learning goals is limited by some significant weaknesses.

The quality of teaching has significant weaknesses. Staff have recently started working to the Foundation Stage, but make limited use of the curriculum guidance. They provide an appropriate range of topics, although chances to use natural props to support learning are restricted. Activities are frequently directional and some fail to build on the children's current skills. There are many resources, although at times the children have limited access to them. Staff deployment with the large grouping of children of differing abilities at circle time, impedes the children's concentration.

Staff are kind and friendly towards the children and use praise to encourage them in their work and play. They encourage good manners. Children appear content and generally well behaved.

Planning is normally linked to the stepping stones. Staff regularly observe the children, with their progress recorded through an effective key worker scheme. However, some expectations do not always match what a child can realistically achieve.

Adequate systems are in place to support the children identified with special educational needs.

Leadership and management have significant weaknesses. Staff are committed to training and professional development. They have informal discussions and team meetings to evaluate the sessions. However, systems to monitor the educational programme and suitable teaching methods are not sufficiently developed.

The partnership with parents is generally good. Some written information on the Foundation Stage is displayed in the lobby. Parents are informed of their child's key worker and are provided with information on their child's achievements.

### What is being done well?

- Staff build easy and trusting relationships with children. They generally manage the children's behaviour well. They monitor the children's progress, making observations on each child through the key worker system.
- Staff allow children to broaden and initiate their ideas, for example, following a child's request to make rings and bracelets with pens, paper and sellotape.

What needs to be improved?
<ul style="list-style-type: none"> <li>● the effective use of staff, time and resources to inspire children and encourage them to initiate their own learning, including experiences to encourage exploration and creativity</li> <li>● staff's knowledge and understanding of the Foundation Stage and early learning goals to support and extend the children's play and learning</li> <li>● the grouping of children and the staff's awareness of children's different learning styles, including those who need more help.</li> </ul>

What has improved since the last inspection?
n/a

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children form positive relationships with the staff and younger children, and they develop an awareness of right and wrong. They take turns during a caterpillar game and during singing time. However, children are not making sufficient choices as the resources are often not readily available or well organised. Their independence is not encouraged throughout the routine. Children expand friendships and a sense of belonging through their knowledge of each other's families and the local community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children talk confidently to each other and adults during circle time and in small groups. Some children are excited to hear a favourite story, although the large group of children with differing needs impedes their ability to listen and concentrate. Children handle books correctly and link sounds and letters, but some letter recognition exercises are not appropriate. They have some chances to see their names. However, there are few occasions for meaningful writing in role-play situations.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Staff are developing a mathematical scheme of Number Puppies with resources to support counting, patterns and sorting. Children appreciate the concept of size whilst making rings and bracelets. Children recognise numerals during registration, but there are few practical links to help children understand the meaning of number. There are limited occasions during the daily routine to encourage children to solve simple mathematical problems or consolidate mathematical language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children have helpful links to the community celebrating Harvest Festival and concerts for parents. They receive postcards from friends and can discuss countries using a map and globe. There are few chances to explore the minibeast topic, with the staff not well deployed to encourage the children's observations. Children have few chances to freely build and design. They have supervised access to the computer, but limited opportunities to use technological language or other machines.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have valuable opportunities to develop control over their bodies, such as running, jumping, pedalling tricycles and use of the large climbing frame. They move confidently with an awareness of others during the singing circle games. They are generally supported to hold pencils and use scissors, although suitable strategies to develop fine motor control in children who find it difficult have not been implemented.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children experience a wide range of role-play situations, supported with a suitable range of toys and attractively displayed dressing up clothes. They recently enjoyed a garden centre with pictures of flowers and plants. Children contribute to adult directed displays in 2 and 3 dimensions. Staff plan regular chances for children to experience an adequate range of media, but these do not always encourage children to express their own ideas. Music based activities are determined by staff.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- make effective use of staff, time and resources to inspire children and encourage them to initiate their own learning, including experiences to encourage exploration and creativity
- expand staff's knowledge and understanding of the Foundation Stage and early learning goals to support and extend the children's play and learning
- improve the grouping of the children and develop awareness of their different learning styles, including those who need more help.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*