



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 310336

DfES Number: 520417

INSPECTION DETAILS

Inspection Date	23/06/2004
Inspector Name	Glynis Margaret Kite

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Fledglings Day Nursery
Setting Address	Fledglings Ltd Burleigh Road, Stretford Manchester M32 0PF

REGISTERED PROVIDER DETAILS

Name	Fledglings Ltd 2287058
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ORGANISATION DETAILS

Name	Fledglings Ltd
Address	Fledglings Ltd 2 Hazelfields, Worsley Manchester M28 2LS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Day Nursery has been open since 1990. It operates out of nine rooms in a purpose built unit in the Stretford area of Manchester.

There is currently 61 children on the register. This includes 15 funded three-year-olds and 3 funded four-year-olds. Children attend for a variety of full and part time places. The nursery is able to support children with special needs and those who speak English as an additional language, although there are none attending.

The nursery opens from 07:45 to 17:45 Monday to Friday throughout the year, except for bank holidays.

There is a total of 18 staff, including the manager, who works directly with the children. The nursery also employs support staff and offers places to students. Over half of the staff hold level two and or level three qualifications in childcare. Some staff work part-time hours.

The nursery receives support from the Early Years Development and Childcare partnership.

How good is the Day Care?

Fledglings day nursery provides satisfactory care for children. Satisfactory procedures are in place for the recruitment and vetting of staff. The environment is warm, welcoming and inviting to parents and children. Space is organised well. The nursery provides sufficient furniture, toys and equipment. However, the baby room lacks appropriate furniture to support the physical development of babies. Required records and documentation are in place.

The premises are safe and secure. Staff demonstrate good knowledge and understanding of health and safety procedures. Good hygiene routines are maintained and promoted by staff. Most of the staff hold valid first aid certificates.

The children are provided with healthy, balanced meals and snacks. Individual requirements are also catered for. Staff have good knowledge of special needs and share developmental concerns with managers and parents. Most of the staff are confident in their knowledge of child protection issues and procedures.

The provision is well resourced. However, children in some areas have limited access to imaginative activities, books and resources that reflect positive images and diversity. The staff plan weekly activities for the children. Observations are recorded and used to complete progress reports. However, the reports and observations are not linked to the play plans. The staff introduce early language and mathematical thinking to all children as part of the daily activities offered. All children have opportunities for outdoor play. Children are confident and play independently and co-operatively. The staff interact well with children. There is some inconsistency regarding the implementation of the behaviour management policy, although staff are aware of it. This impacts on children's behaviour in some areas.

The staff form good relationships with parents and share verbal and written information.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The daily opportunities for children to play outdoors (even during mild wet weather). Each age group is given time twice a day to ensure all children have opportunities for physical development at their level. Children also go out into the community on a regular basis for different experiences. Babies sleep in prams outdoors (the prams have reins and safety nets to protect the children) and are checked regularly by staff.
- The staff promote good hygiene practices. They wear protective clothing when changing nappies and ensure all required equipment is in place before starting the changing procedure. Children are supported well in washing hands at appropriate times.
- The environment is brightly decorated with children's work, which makes it welcoming for parents and children. Staff ensure children have plenty of fresh air by opening windows and doors, offering a comfortable environment for children to play.
- The provider ensures that staff of all levels have appropriate job descriptions, which clearly sets out their roles and responsibilities within the setting.

What needs to be improved?

- the provision of resources that reflect positive images and diversity
- the provision of appropriate furniture in the baby room to encourage physical

development

- the procedures for monitoring staff induction and appraisal programmes
- the planning, to include opportunities for children to pursue activities of their choice and ensure individual development needs are met.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Develop planning to include individual development and opportunities for children to pursue activities of their own choice.
5	Provide appropriate furniture in baby room to support physical development.
9	Develop resources that reflect positive images and diversity.

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

How effective is the nursery education?

Fledglings Day Nursery provides satisfactory nursery education overall but the children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

The quality of teaching is acceptable with significant weaknesses. The staff are enthusiastic and conscientious but lack confidence. Their knowledge of the Foundation Stage curriculum is insecure and they are unsure of how to plan and assess the children in line with the stepping-stones. The staff have good relationships with the children and work effectively with them in small groups and individually. However, large group activities are ineffective, as the older children often become restless and inattentive. The staff do not have high expectations of the children's behaviour and allow older children to inappropriately opt out of activities without encouraging them to persevere. The older children are not sufficiently challenged. The nursery class is welcoming and children are able to access resources that are appropriately stored. However, there are gaps in the resources for physical development and knowledge and understanding of the world. The children do not make effective use of the book area.

The leadership and management of the day nursery are acceptable with significant weaknesses. There is a clear management structure and staff are appropriately deployed to work with the children. Procedures for identifying the strengths and weaknesses of the nursery education are ineffective. As a result, the training needs of the staff are not met and underlying problems preventing the children from learning more effectively are unresolved.

The partnership with parents is generally good. In the main, parents speak positively of the provision and believe their children are making good progress. Parents are able to gain information on daily events and their children's progress on an informal level. However, they do not receive planned feedback on a regular basis.

What is being done well?

- Small group adult led activities are effective where the staff successfully promote the children's learning by asking good open-ended questions and support them appropriately, for example, brick building activity and shopping list game.
- Children's opportunities to develop mathematical thinking in daily routines.
- Children's opportunities to explore and express themselves using creative materials.
- Specialist sessions in music and physical develop are effective. In the 'Playmaker' session, children learn to control their movements, move in different ways, work within boundaries and use equipment to promote a

range of skills. In Polly's' music session the children enjoy joining in with the actions and words to songs, beat out rhythms and play musical instruments.

What needs to be improved?

- the staff's knowledge and confidence in delivering the Foundation Stage curriculum
- the planning of the curriculum
- the assessments on the children
- the provision for the four-year-olds
- the behaviour of the children particularly in large group activities
- the resources for physical development and knowledge and understanding of the world
- the children's handling of books and opportunities to listen to stories.

What has improved since the last inspection?

Generally good progress has been made in the three points for consideration raised at the last inspection. The staff were required to provide more opportunities for the children to be purposeful mark makers and writers, particularly in imaginative play situations. They were to expand the use of natural opportunities in routines and play situations to develop children's awareness of and ability with practical mathematics activities and operations. Finally, the staff were to provide regular opportunities with a wider choice of materials, for children to create and express their own ideas.

Children are now making good use of mark making materials. They enjoy painting and confidently draw using pencil crayons. The older children produce detailed, recognisable drawings. The children have recently written letters in connection with 'shop' theme and went to the local post office to post them. However, there was little evidence of children using mark-making equipment in the role-play area on the day of inspection.

In routines and activities throughout the day children's mathematical thinking is now promoted. They learn to recognise numbers in activities, such as the 'shopping list' game. They count as they give out the beakers at snack time and calculate one less as they sing number rhymes, however, other opportunities to show an interest in number problems are limited.

Children have good opportunities to express themselves using colours, textures and shapes. They join in with actions and words to songs, beat out rhythms and play musical instruments. They play imaginatively in the role-play area but insufficient emphasis is put upon the children responding to stories.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Generally the three-year-olds new to the nursery class are settled and respond appropriately to small group activities. However, large group activities are often ineffective as the older children are inattentive, restless and disruptive. Children are able to choose from a range of worthwhile activities some adult led and some child initiated, however, the older children drop out of activities at inappropriate times and are not encouraged by staff to persevere with them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children make good use of mark making materials and the older children are able to create recognisable drawings that involve drawing lines and circles. As part of the daily routine they recognise and write their names but are forming the letters incorrectly. Large group activities to promote listening and speaking skills are ineffective as the older children in particular are inattentive and restless. Insufficient emphasis is put upon the children handling books and listening to stories.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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In many situations throughout the day children's mathematical thinking is promoted. They count as they help to lay the tables for lunch and compare sizes in games, such as, 'Spots Galore'. In number rhymes, such as, 'There were 10 in the bed' the children confidently calculate one less, however, other opportunities to show an interest in number problems are limited. The children make good use of a range construction kits to become familiar with shapes and are able to name them as they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children confidently build using a range of construction kits and learn to use tools as they model with play dough and create collages. Through the topic of 'shops' they learn about their different functions and the visits to the post office are particularly worthwhile. The children have limited opportunities to show an interest in ICT or to operate simple equipment. Children's opportunities to talk about significant things in their lives are hampered, as they are inattentive at these times.

PHYSICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children benefit from using the outdoor areas throughout the day. Generally they respond well to the weekly 'Playmaker' session enabling them to develop a range of skills. However, apart from this session the children have limited opportunities to use equipment to develop hand eye coordination skills and balancing skills. Children learn sensible practices to help them remain healthy, such as, good hygiene routines and protecting themselves from the sun. They make good use of one-handed tools.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to explore colours, textures and shapes as they create models using play dough and construction kits. They confidently draw using pencil crayons and produce detailed, recognisable drawing of flowers and houses. The children join in with actions and words to songs, beat out rhythms and play musical instruments during 'Polly's music session'. They play imaginatively in the role-play area but insufficient emphasis is put upon the children responding to stories.	

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

- improve staff's knowledge and understanding of the Foundation Stage curriculum
- develop planning by linking more directly to the stepping stones
- develop assessments on the children to link with the stepping stones and use effectively to inform planning
- foster a positive attitude in the four-year-olds to their learning programme so they respond positively to different types of activities and learn to persevere when appropriate.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.