



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 307497

DfES Number: 520153

INSPECTION DETAILS

Inspection Date 01/03/2005
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Fledglings Private Day Nursery
Setting Address Fledglings Ltd
2 Hazelfields, Worsley
Manchester
M28 2LS

REGISTERED PROVIDER DETAILS

Name Fledglings Ltd 2287058

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 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 Private Day Nursery is one of four nurseries owned by Fledglings Limited and opened in 1995. It operates from a purpose built two storey building. The 'nursery class' can accommodate 25 children and is set in an extension to the main building and has access to the outdoor area and a covered patio. It is located in the Hazelfields area of Worsley, Salford. A maximum of 120 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 throughout the year closing only for Bank Holidays.

There are currently 124 children aged from one month to under five years on roll. Of these, 21 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents work. The nursery currently supports children with special educational needs and children who use English as an additional language.

The nursery employs 38 staff. Of the staff, 22 including the managers hold appropriate early years qualifications. Ten staff are working towards a relevant qualification.

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

How effective is the nursery education?

Fledglings Private Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. They make very good progress in all areas except communication, language and literacy and physical development where progress is generally good.

Teaching is generally good. Staff support children's play and learning well. Their understanding of the early learning goals is generally good. They show good levels of interest and involvement in children's play. Their expectations of children's behaviour are realistic and consistent. Long and medium term plans are effective showing how the early learning goals will be covered over time. Short term plans do not identify the stepping stones which hinders children in some aspects of learning. Overall children are challenged. Assessment is based on staff's observations of children's play and learning but records are not dated and do not show how children progress along the stepping stones. Children with special educational needs and those for whom English is an additional language are well provided for.

The leadership and management are generally good. The owner, managers and staff have clearly defined roles and responsibilities and work well together. Staff meet regularly to discuss and review planning. Leadership in the nursery class is clear and supportive. There are no clear systems to identify strengths and areas for improvement in nursery provision.

Partnership with parents is very good. Staff are friendly and supportive. Parents are fully involved by contributing their skills, expertise and contacts to help staff develop themes and topics and make entries into children's 'news books'. On transfer to the nursery class parents receive additional information and are invited to an information evening. Parents can contribute to their child's record of achievement and progress.

What is being done well?

- Children's personal, social and emotional development is highly prioritised and underpins much of the good practice. Children have clear ideas of staff's expectations and acknowledge that there are codes to guide their behaviour and fair play. Children accept that there is only room for five children to play in the home area and understand the reasons for this.
- Staff attitudes towards children are very positive. They show genuine care, concern and interest in children's activities, efforts and achievements. They are kind and considerate but firm. They have clear and realistic expectations of children. Children's ideas and contributions are welcomed and valued. Staff work very closely with children showing enthusiasm and involvement in what they do.
- Provision to develop children's speaking and listening skills is well planned

and managed in ways that are interesting and exciting for young children. Children enjoy these activities and give staff well-considered and accurate responses to staff's careful questions.

- Staff and parents enjoy good relationships. Parents appreciate the highly committed, friendly and supportive staff. Parents are welcomed and some are happy to share their skills and expertise with the children to promote learning about topics on homes or celebrate cultural festivals.
- Activities are well planned and paced to meet the range of children's interests and needs. The session comprises a good balance of quieter and physically active activities and many chances for children to make independent choices to take part in the range on offer.
- Children are well motivated, confident and happy. Their enthusiasm for activities is sustained throughout the day. They show excitement as they take part in organised activities and whilst helping staff clear away toys or set tables for lunch. They look forward to outdoor and energetic play whilst some children are happily engaged in looking at books and listening to stories for long periods of time.

What needs to be improved?

- the short term plans to reflect the stepping stones towards the early learning goals in all six areas of learning.
- the assessment system to provide a clear record of how children progress along the stepping stones towards the early learning goals over time
- the management of children's early writing skills to ensure that older and more able children are challenged to develop their skills through the existing provision in the well resourced mark making areas of the nursery
- children's awareness of their own bodies and changes that are brought about as a result of exercise and diet

What has improved since the last inspection?

Overall generally good progress has been made since the last inspection. Very good progress has been made in the systems to support the early identification and assessment of any special educational needs. The programme for mathematics is much improved with more opportunities for children to engage in practical activities. Parents now receive good quality information about children's learning and play activities. Staff awareness of the early learning goals has improved and this has had a positive effect on planning and assessment but these remain as aspects of the key issues identified in this report.

A designated special educational needs co-ordinator works closely with staff who express concern about any children who may have special educational needs. The procedures followed are in line with the guidelines of the relevant Code of Practice. Staff work closely with parents and support agencies to ensure that any special

needs are identified and met at an early stage.

Mathematics is a much improved area of learning. Children gain confidence in using and understanding number through their routines and structured play activities. Staff support this learning well.

Parents are well informed about their children's learning through planned activities. Plans are displayed and newsletters advise parents about planned themes and topics. Parents can share their skills and expertise to promote learning through topics. They are now invited to an open event to learn more about the Foundation Stage of education.

Staff have attended training and received support from the advisory teacher to enhance their understanding of the early learning goals. Plans now cover all six areas of learning and show how the early learning goals will be covered over time. It is still unclear how staff plan for younger children to progress along the stepping stones as plans and records of children's achievement do not reflect the stepping stones identified in the national guidelines.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and well motivated. They take part willingly in their freely chosen activities playing well together. They understand the need to share and play co-operatively. Behaviour is very good. Children understand the need for rules and are guided well by established routines. They are fully involved in caring for themselves and their environment as well as showing care and concern for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently and listen carefully. Early reading skills are developing well. Children enjoy books and stories. They use books carefully and with understanding. Some children make good associations between letter shapes and sounds. There is a well resourced writing area which children enjoy using. However too little emphasis is placed on developing children's handwriting skills resulting in some lack of challenge. Worksheets are not used effectively.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Number is a well integrated aspect of children's routines and play activities. Children count confidently and several recognise and use numbers beyond five. Through number songs, setting tables for lunch and discussing how many children can play in certain areas of the nursery children learn about ideas of more and less and begin to solve simple number problems. They learn about size, shape and weight through construction play. They have many chances to develop spatial awareness.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy the interesting selection of construction materials to design and build for themselves. They use the computer with skill. When discussing their 'news books' they talk about past, present, future and aspects of their lifestyles. They learn about the wider world by celebrating festivals with their friends from other cultures. They learn about the living world by caring for the nursery pets and plants but have fewer chances to explore and investigate the made world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely and sensibly and have good co-ordination and control over their large muscles. They are presented with challenge to improve their developing skills. They enjoy taking part in interesting activities to practise their skills of kicking, aiming and targetting. They show confidence and dexterity as they use tools and associated materials for writing and modelling. They show a limited awareness of the changes that take place in their bodies as a result of diet and exercise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have access to and use a good and varied range of creative materials freely and expressively. They experience a variety of different musical styles in a range of ways throughout the day and have free access to musical instruments. They enjoy role play which supports learning in other areas well. Children are encouraged to express their own ideas and feelings using all their senses. They use many resources, such as construction materials imaginatively.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide more challenge for older and more able children to develop their handwriting skills in interesting and purposeful ways
- develop planning and assessment to show how the stepping stones towards the early learning goals will be covered and record how children make progress over time
- develop children's understanding and awareness of some of the changes that take place in their bodies as a result of exercise and diet

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.