



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 307140

DfES Number: 517778

### INSPECTION DETAILS

Inspection Date 17/11/2003  
Inspector Name Caryll Lawrence

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Fledglings Pre School Nursery  
Setting Address Eskdale Avenue  
Bramhall  
Stockport  
Cheshire  
SK7 1DS

### REGISTERED PROVIDER DETAILS

Name Julie Longbottom

## 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 Preschool Nursery Limited has been registered for 11 years. The facility is based in the premises of Moss Hey Primary School, Bramhall, Stockport.

The facility consists of two purpose built rooms; one is used for full day care and the other for sessional care. An enclosed outdoor area is provided which has various play surfaces; these include bark, soft area and grass. In addition for physical play, children have occasional use of the school hall. The full day care facility is open for 49 weeks a year from 07:45 to 17:30 daily. Children can bring a packed lunch or receive a cooked meal from the school. Sessional care is available term time only and is open from 09:00 until 16:00 daily.

The facility is registered to provide care for a maximum of 45 children aged from two to five years. There are currently 75 children on roll. The facility is registered to receive funding in respect of nursery education for three and four year olds, there are currently 36 children attending who are funded and attend a variety of sessions. The group supports children who have special needs.

Holiday care is provided for children up to the age of eight during the school holidays.

Julie Longbottom is the registered person and manager of this provision. She also runs another facility nearby. She holds a recognised childcare qualification and is assisted by seven members of staff, all of whom hold a recognised childcare qualification. Most have current first aid certificates and several have attended a food Hygiene course.

The facility have recently been awarded the National Day Nursery Quality Counts award.

### How good is the Day Care?

Fledglings Preschool Nursery provides good quality care for children aged between

two and five years.

The staff team is deployed well; they play an active role in encouraging, supporting and facilitating the children's play and learning. All policies and procedures are in place and most contain good detail; they are available for staff and parents to underpin the operation of group. The premises are used creatively to provide a stimulating and interesting play environment; both rooms are maintained to a good state of repair and decoration. The group have a wide variety of good quality age appropriate toys, equipment and play materials.

Procedures, precautions and routines are implemented to promote hygiene standards and the children's health and safety. At meal times, health eating is promoted and the children's social skills are encouraged. Children's individual needs are met well; equality of opportunity is promoted through resources and activities.

The group plan and provide a wide variety of age appropriate activities that are designed to be enjoyable and stimulate the children's interest and development. Consistent daily routines help children feel secure and enjoy their day. Positive methods are used to promote and encourage good behaviour. Children have good relationships with each other and staff and they behave well.

The group work in partnership with parents and has good relationships with them; they share feedback on a daily basis about how a child has spent their day.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff actively encourage, support and facilitate the children's play and activities, they interact well and have good relationships with children. All staff work directly with the children at all times, their interest in the children's progress and welfare is evident. They use all opportunities to develop children's awareness and they play an active role in making the children's days enjoyable and interesting.
- Children confidently participate in activities; they are interested, enthusiastically join in and enjoy their play and learning with the good variety of toys, equipment and activities provided.
- Routines and practices are implemented to promote health and safety, and to reduce the risk to children of infection, illness and accident. Children's individual needs are met well and there is a good selection of resources which reflect equality of opportunity.
- Consistent and positive methods are used to encourage and promote good behaviour, manage challenging behaviour and help the children learn right from wrong. Children are encouraged and praised for their efforts and achievements are responsive to each other and staff and they behave well.

- The facility works in partnership with parents and has good relationships with them, daily feedback on how a child has spent their day is given and they are provided with good information about all aspects of the provision. Comments from parents reflected the good relationships in place.

#### What needs to be improved?

- the further development of the written Behaviour Management Policy in place.

#### Outcome of the inspection

Good

#### 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
11	Develop the existing written policy on behaviour management.

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

### How effective is the nursery education?

Fledglings Pre-School Nursery offers high quality provision, which helps children to made very good progress towards the early learning goals.

Teaching is very good. Staff interact skilfully with children throughout the session. They value and respect children, listen to them and share their enthusiasm. Staff nurture children's individuality. They observe children and assess and evaluate their learning. The short medium and long term planning reflects staff's in-depth knowledge of the children and very good understanding of the early learning goals. Staff are skilled in adapting most activities to ensure that they provide appropriate challenges for all children. They ask children many questions, which challenge and extend children's thinking and problem solving. Staff organise their time and resources well. A wide range of resources, which cover all areas of play, are freely accessible to children.

Staff work with parents and other professionals in order to meet the needs of children with special educational needs.

Leadership and management are very good. There is clear and effective leadership of the setting. Staff are aware of their roles and responsibilities and are supported in fulfilling these. Staff are committed and work hard as a team to continually develop and improve the care and education for all team.

The partnership with parents and carers is very good and contributes to the children's progress towards the early learning goals. Parents are actively involved in the nursery in a variety of ways. They are involved in decision making and spend time within the nursery. Information regarding the setting and their children is shared openly and regularly.

### What is being done well?

- Children are motivated and confident in accessing the wide range of resources and activities available to them.
- Children have very good communication skills. They are assertive and enthusiastic in their communications with adults and each other.
- Staff have a good knowledge of the children. They encourage and nurture their individuality. Planned activities and spontaneous interaction provide children with appropriate stimulation and challenges in most early learning areas.
- Children are developing a good knowledge and understanding of number. They are given many opportunities to consolidate and further develop their mathematical skills.

- Children have good skills in information and communication technology. They freely access a computer throughout the session and staff offer appropriate levels of support.

#### **What needs to be improved?**

- More able children's opportunities to practice and further develop gross motor skills.
- Children's use of a wider range of materials for developing their designing and making skills.

#### **What has improved since the last inspection?**

Fledglings Pre-School Nursery has made generally good progress towards meeting the key issues raised at the last inspection. There is now a larger outside play area with a safety surface and a variety of basic climbing and large play equipment available to the children. However, more able children are given limited opportunities to further develop their gross motor skills.

Records of attainment and progress are comprehensive. They cover all the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children explore their environment with enthusiasm and confidence. They choose from a wide variety of freely accessible resources and activities. They set themselves challenges and consolidate their learning. Children enjoy good relationships with adults and their peers. They are assertive and also respectful and sensitive to others. Children are aware of their boundaries and remind each other of these.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. They listen to and talk to each other and adults about activities and to re-call past events. Children are beginning to link sounds to letters. They can recognise and write their names with varying degrees of support. Children have many opportunities for mark making and attempt writing for a purpose. Children enjoy looking at books independently, with staff and peers. They listen and interact during story time.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. Children can count objects beyond 10 and can recognise some numerals. Children are beginning to show an understanding of addition. They can solve simple mathematical problems. Children have a good understanding of, and use language to describe position, shape and size. They practice their mathematical skills through spontaneous and structured activities which provide challenges and opportunities to consolidate their learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children enjoy using their senses to investigate the many objects, materials and activities on offer to them. They learn about their own and others cultures. Children construct using materials such as bricks and Lego. However they have a limited range of tools and resources to further develop their skills in design making. Children are becoming skilled in using a computer and other every day technology.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children's progress in physical development is very good. They are able to run, pedal bikes, jump, climb up, down, over, under and through. Children enjoy moving to music and do so with increasing confidence, control and rhythm. More able children have limited opportunities to extend their gross motor skills. Children are developing an awareness of their bodies and keeping healthy. They use tools and materials with increasing skill and fine motor control.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children's progress in creative development is very good. They freely explore the various media and art materials available. Many children join in enthusiastically with singing and music sessions. They use instruments appropriately. They imitate movement in response to music and are beginning to use imagination in dance. Children play imaginatively through all areas of the room using various resources. They involve staff and other children in their imaginary play.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- planning for physical play to provide further opportunities to develop more able children's gross motor skills.
- provision of a wider range of tools and resources for children to assemble and join materials.

*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.*