



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 403447

DfES Number: 534633

INSPECTION DETAILS

Inspection Date 01/02/2005
Inspector Name Glynis Margaret Kite

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Fledglings Day Nursery
Setting Address Fiddlers Lane
Irlam
Manchester
M44 6QE

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 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 Limited is based in Irlam, Salford, and is one of four nurseries in the Fledglings organisation. It operates out of several rooms of a purpose built unit, it has two floors however, children only have access to the ground floor. There is a fully enclosed outdoor play area for all of the children. The nursery offers full day care, before and after school and holiday care. There may be a maximum of 100 children on the premises at any one time.

There are 123 children on the register. Of these 48 attend the Out of School Club sessions. Nursery children attend for a variety of full and part time places. The nursery operates between 07:45 and 18:00 Monday to Friday all the year round excluding bank holidays.

The nursery offers funded nursery education places for three and four year old children. There are 17 children currently in receipt of nursery education funding. The nursery is able to support children with special educational needs and English as an additional language.

There are 25 staff employed including the manager, deputy and support staff. Over half of the staff hold appropriate child care qualifications.

They receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Fledglings Limited provides good quality care for children. The provision is organised well, making for a safe and secure environment for staff and children. The nursery is brightly decorated and staff make good use of the space and resources. There is a good range of furniture, toys and equipment, which is suitable for staff and children. Required records and documentation are in place.

The premises are clean and well maintained. Staff demonstrate good knowledge and understanding of health and safety procedures and carry out daily risk

assessments in all areas. Good hygiene routines are maintained and promoted well by staff. Several staff have valid first aid certificates. Procedures are in place to exclude sick children, thus helping to prevent the spread of infection. The children are provided with healthy, balanced meals and snacks, which take account of individual need and parents wishes. Most of the staff are familiar with the nursery policies and procedures, including child protection issues and special needs provision.

The provision is well resourced both indoors and outdoors. Children have access to a wide range of activities including resources that reflect positive images and diversity. Children are grouped by age and allocated a key worker, this works well in practice. The staff plan and prepare a variety of activities for the children. Observations are recorded and used to plan future activities and to complete progress reports. The staff introduce early language and mathematical thinking to all children as part of the daily activities, this is reinforced with posters and displays of letters and number. Children are confident and play independently and co-operatively. The staff interact well with children and offer an appropriate level of support. The behaviour management policy is understood and implemented by most of the staff. The children behave well.

The staff have formed good relationships with parents and exchange information daily.

What has improved since the last inspection?

At the last inspection actions were raised with regard to keeping accurate accounts of children's attendance and the provision of fresh drinking water.

Daily registration sheets are now available in all base rooms, as well as the central register in the main office. Drinking water is readily available for children.

These actions improve the care and safety of children on the premises.

What is being done well?

- The environment is brightly decorated with children's work, which makes it welcoming for parents staff and children. There is lots of natural light and easy access to outdoor play areas. The staff add to the welcoming environment by being positive, friendly and approachable.
- Each base room is well equipped with a range of resources that are appropriate to the age group of the children in each room. All children have opportunities for physical development outdoors. The staff provide all children with opportunities to explore natural and manufactured items on a daily basis. The resources are stimulating and offer sufficient challenge.
- The staff interact well with the children and support them appropriately at all levels of development. The staff in the baby rooms hold children while feeding and make eye contact while talking to them throughout the process. The staff working with older children ask appropriate questions while children

are playing to encourage them to think about what they are doing and to enable them to make choices.

- The procedures in place to promote good hygiene practices are implemented well. The staff wear protective clothing when changing children and ensure all required equipment is in place before starting the changing procedure. Children are supported well in washing hands at appropriate times.
- The staff work well together as a team. They support each other and all are included in the planning and preparation of activities. Staff are allocated additional task and responsibilities within the setting for personal, professional development and experience.
- Staff work closely with parents to meet the needs of their children. They exchange a wealth of information during the settling in process and provide a welcome pack with details of how the nursery operates. Parents' notice boards provide additional routine information. They are also given up dates of their children's progress through the review system.

What needs to be improved?

- the system for recording and monitoring existing injuries
- the procedure for ensuring all staff know and understand the policies and procedures for the setting.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
14	Ensure all staff know and understand the written policies and procedures for the setting, especially behaviour management, equal opportunities and child protection.
13	Ensure existing injuries are recorded appropriately and entries are monitored.

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

How effective is the nursery education?

The provision at Fledglings Day Nursery is of good quality overall enabling children to make generally good progress towards the early learning goals. Provision for children's personal, social and emotional development, communication, language and literacy, mathematical and creative development is particularly effective and children make very good progress in these areas.

The quality of teaching is generally good. Staff plan interesting adult-led activities to supplement the continual provision and self-chosen activities of the children. However, planning is insufficiently detailed to enable staff to clearly understand their responsibilities and what children will learn from activities. Staff organise the indoor space and resources effectively and have the confidence to appropriately allow children to initiate and direct their own learning. Sensitive support and encouragement is offered to the children to develop their skills, however this is not consistently extended to the outdoor play. The use of some outdoor play equipment inappropriately challenges children.

Staff are good role models and treat children with respect. They interact with children in a warm and caring manner and engage in consistent dialogue to promote language skills although they do not always question children effectively.

Leadership and management of the provision are generally good. There are clearly defined lines of management. Systems are in place to monitor and evaluate the quality of the nursery education that effectively identify the strengths and areas for development. However, the system does not identify how these areas will be addressed to improve the provision for children.

The partnership with parents is generally good. Parents are kept well informed of children's progress via written reports, parents evenings and daily dialogue. Parents are given insufficient information regarding the planning and the early learning goals.

What is being done well?

- The learning environment is warm and welcoming. Children's work, photographs of them, colourful posters and positive imagery which promotes equality are displayed. Good quality resources are well-organised to create a stimulating and inviting environment where children are able to make choices, select resources and become self-sufficient.
- Language, literacy and mathematics are an integral part of the curriculum. Children take advantage of the many good opportunities to speak, listen, read, write and use their growing understanding of number and mathematical concepts. Staff introduce children to a wide vocabulary and initiate discussion and conversation to promote language development.

- Good relationships are formed with children and special friendships are evident amongst the children. They are very confident and secure within the setting. Children play independently and form their own small groups. They care about each other; helping with tasks, passing resources, sharing an idea. They treat their environment and equipment with consideration and keep it tidy.
- The nursery has established positive relationships with parents. They are welcomed in the nursery and are aware of who is their child's key worker. Regular parents evenings give parents the opportunity to discuss their child's progress. Written reports highlight children's efforts, attainments and achievements linked to the six areas of learning.

What needs to be improved?

- the detail of the planning
- the consistency of the interaction, challenge and support during outdoor play
- the opportunities for children to discover how and why things work
- the systems for improving the quality of the nursery educational provision
- the information supplied to parents.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and secure. They make decisions about where they will play and what they will do, selecting their resources and engaging in purposeful play for lengthy periods of time. The children relate well to staff and peers; they are learning to share, take-turns and work co-operatively such as negotiating roles in the home area. Children are learning about responsibility; for example, when they tidy toys away before selecting more or set tables for lunch.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming effective communicators. They initiate and engage in conversations using complex sentences. They are increasing their listening skills; carefully following instructions and responding to stories. Children understand print as a communication tool; such as, when they write letters, take messages down in role-play or recognise their name on their work. They regularly and freely choose books for pleasure and re-tell favourite stories confidently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are gaining a good understanding of number and use it to support their play. For example, they count slices of pizza as they share it out, count bricks when building a tower and identify a CD track by its number. They sort and match effectively by number, size, shape and classification and are increasing their understanding of 'more than' and 'less than'. Practical play is helping them to explore capacity and volume and understand terms such as full, empty, smallest, largest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children build and construct purposefully and competently. They handle and explore many items such as noodles, pine cones and shells using their senses. They are increasing their understanding of change watching the weather and baking, but have insufficient opportunities to discover how and why things work. Children confidently use simple technology. They have a good understanding of their local environment through many walks to the shops. Children have awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the nursery demonstrating good awareness of space and each other. They fit themselves into the 'den' and into hoops in the traffic light game. Children enjoy the wheeled vehicles however, many of the bikes offer inappropriate challenge and inhibit children's progress. Children are developing good skills with their hands. They competently use chopsticks to lift noodles into bun cases, cut-up pictures for collage and pour drinks successfully.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore the properties of different materials and apply paint in different ways. They confidently use their imagination and personal creativity to make 2/3D representations. Children perceptively act-out their experiences in the role-play areas, allotting roles and making up stories. Children have a good repertoire of songs, explore a variety of musical styles and handle instruments confidently. They dance rhythmically to music and imaginatively when they become sharks.

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

- review the planning to include operational elements which ensure all staff are clear about their role in the activity and what children are intended to learn
- improve the consistency of staff interaction and support, and the use of equipment to ensure children receive appropriate encouragement to develop their skills during outdoor play
- develop the monitoring and evaluation system to include strategies which address the nursery education development to provide improvement for children.

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.