

Fledglings Pre School Nursery

Inspection report for early years provision

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Inspector Kay Armstrong

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Fledglings Pre-school Nursery Limited is privately owned and has been registered since 1993. The provision is based on the site of Moss Hey Primary School, Bramhall, Stockport. The provision operates from a purpose built building with two main play rooms. The registration also includes the use of the school hall. Children have access to an outdoor play area. The provision is open for 51 weeks a year from 7.45am to 5.30pm, Monday to Friday. Children attend for a variety of sessions and may bring a packed lunch or receive a cooked meal. There are up to 10 places available during school holidays for children aged between five and eight years.

The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children aged from two to under eight years may attend the setting at any one time. Currently, there are 78 children on roll, all of whom are in the Early Years Foundation Stage and 51 children receive funding for nursery education. The provision supports children with special educational needs/and or disabilities and children who speak English as an additional language.

There are 13 staff who work with the children. All staff have recognised early years qualifications. One member of staff has an Early Years Foundation degree; one has a BA Honours degree in Early Years; nine staff have National Vocational qualifications to level 3; one member of staff is working towards gaining Early Years Professional status and one is working towards an NVQ level 2. The setting has received a Quality Assurance award and gains support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive as they participate in an extensive range of innovative learning experiences which captures their imagination and promotes their learning very effectively. They make excellent progress towards the early learning goals. Staff recognise children's individuality and their unique needs are very successfully met. Excellent partnerships with parents, carers and external agencies provide children with security and continuity of care. A highly effective system of self-evaluation ensures continuous improvement is sustained and further enhances the setting's provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the lunch time arrangements to ensure children's self-help skills and independence are maximised.

The effectiveness of leadership and management of the early years provision

Children's well-being and safety are prioritised at all times as comprehensive and robust policies and procedures, including safeguarding and staff recruitment, are very effective. In-depth risk assessments which cover all areas, equipment and outings, enable children to safely enjoy a wealth of activities whilst developing their knowledge of using equipment safely and taking controlled risks. Extensive documentation enhances this excellent practice and ensures the safe and efficient management of the provision.

The staff team is highly cohesive and determined to provide the best possible service. Staff are well qualified and regularly attend additional training to develop further their knowledge and expertise. Staff are effectively deployed to ensure that children are well supervised and supported at all times. Key-person groups are highly effective in promoting children's stability and confidence. Resources are plentiful, well maintained and stored to enable children to safely and independently select activities for themselves. Leaders actively promote equality and diversity through a wide range of resources and activities which expand children's understanding of differences in modern life. They also learn to care for the world in which they live as they are encouraged to recycle. Children are valued as individuals and this is reflected in the respect they have both for themselves and their peers.

The setting is totally committed to continuous improvement and the capacity for this is excellent as staff regularly reflect upon their practice. Partnership working throughout the setting is exceptional and this sustains a consistent approach to meeting children's needs. Parents engage fully in their children's learning; staff encourage them to come into the setting and spend time with their child. Parents' evenings and newsletters ensure that information is regularly shared. The setting forges extremely strong links with other agencies and professionals to ensure that staff recognise and fully support children's individual needs.

The quality and standards of the early years provision and outcomes for children

Children make excellent progress within this vibrant environment as they experience a wide range of exciting and stimulating activities which capture their imagination and interests. Staff provide encouragement and support to become active, independent learners as they investigate a wealth of resources within the different areas of play. Planning and assessment processes fully support the Early Years Foundation Stage requirements and children make rapid progress in all areas.

The setting is totally child orientated and staff strive to ensure that children have fun and enjoy all aspects of their time here. Children develop new skills and learn to control their bodies as they thoroughly enjoy, for example, the 'gym session'.

They walk on their tiptoes, skip and jump, stretch up high and curl up small, shake their arms and giggle as they balance socks on their shoulders. Children play in an environment which is rich in the printed word. This fosters an understanding that print carries meaning. They write with a purpose as they put their names on their creative work or compose a 'doctor's report' in the role-play area. Children express themselves creatively as they make fantastic models with construction materials and wonderful pictures with collage materials. They have fun as they explore the well resourced and exciting outdoor play area. They particularly enjoy putting on boots and using spades and rakes in the muddy digging area.

Leaders and managers promote children's welfare exceptionally well. Children understand the importance of good hygiene procedures. They are beginning to understand where food comes from and the importance of eating healthily as they grow fruit and vegetables such as tomatoes, strawberries and peas. These are used creatively in number work before being eaten at snack time. Children enjoy freshly prepared nutritious meals and snacks which support their understanding of healthy choices. Mealtimes are a social occasion where children sit together and chat. However, they have limited opportunities to pour their own drinks or serve themselves with food. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. They receive excellent support and care from staff and these positive relationships enable children to feel secure and safe in their environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met