

Fledglings Day Nursery

Inspection report for early years provision

Unique reference number	403447
Inspection date	11/10/2010
Inspector	Susan Birkenhead

Setting address	Fiddlers Lane, Irlam, Manchester, M44 6QE
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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 Day Nursery and out of school club is one of three settings privately owned by Fledglings Limited. It opened in 2001 and operates from seven rooms in a purpose-built unit and two designated rooms within the Children's Centre adjacent to the nursery building. All children's rooms are situated on the ground floor with ramps to the entrances. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in the Irlam area of Salford. It is open each weekday from 7.30am to 6pm all year round excluding bank holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 159 children may attend the nursery at any one time. There are currently 194 children aged from birth to eight years on roll, some in part-time places, of these 12 children are in receipt of nursery education funding. The nursery supports children with special educational needs and/or disabilities, children who speak English as an additional language and a number of sponsored children from Salford City Council.

There are 32 members of staff employed which includes two support staff. The manager holds a BA Honours in Early Childhood Studies, two staff hold Foundation degrees, four hold National Vocational Qualification Level four, eight have Level three and 14 have Level two. Some staff are working towards a higher qualification. The setting receives support from the local authority development worker and the children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a very welcoming and inclusive environment where children are happy, secure and settle well. Staff work effectively as a team to ensure the welfare, learning and development requirements of the individual children are successfully met, consequently, they make positive progress towards the early learning goals. Excellent procedures for exchanging information with parents and carers ensure very effective relationships develop, and positive links with some other providers complement the delivery of the Early Years Foundation Stage. Through the effective leadership and robust systems of self-evaluation a strong commitment to the continuous improvement of the setting is clearly demonstrated.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review and extend opportunities for children who speak English as an additional language to further support their learning

- enhance links with other settings that children from the out of school club attend
- improve the overview of children's developmental progress in place to ensure they are clearly linked to the areas of learning and their developmental starting points.

The effectiveness of leadership and management of the early years provision

Children are positively safeguarded because a high number of staff complete safeguarding training and clearly understand the indicators of abuse and the procedures for reporting concerns. Robust recruitment procedures ensure the suitability of all staff. Detailed risk assessments, monitoring sleeping children, 'outings logs' and the good security systems in place ensure risks to children are effectively minimised. Numerous written policies underpin the setting's good practice and include the comprehensive safeguarding policy and the complaints procedures. A high number of staff hold early years qualifications. Staff show a positive commitment to promoting better outcomes for children through the additional in-house or external training they attend. The management team develop positive approaches to the monitoring and evaluation of the setting's practices involving staff, parents and older children. For example, as a result of the children's contribution the name of the out of school club was changed. Parent's views are valued and acted upon, as a result, breakfast is now provided and earlier opening times agreed. Management clearly recognise the strengths of the setting and areas for the future development of the nursery are ongoing. They provide good staff incentives and reward systems, which positively recognise their achievements. Previous recommendations raised are addressed to ensure the improvement to hygiene procedures, safety when using hot water to wash hands and the deployment of resources. Consequently, these procedures support the positive commitment to the continuous development of the setting and promote better outcomes for children. All required documentation that contributes to the safe and efficient operation of the nursery is consistent throughout and well organised.

Excellent relationships develop with parents and carers and positive comments are received from parents regarding the children's care and describe the nursery staff as 'very approachable'. Superb opportunities allow them to become involved in the nursery. For example, social events, such as, the garden party and barbeque are organised to introduce parents to the effective changes made within the outdoor play area. A wealth of information is exchanged, which includes 'My home diary' and information on display. A thorough induction is planned initially for parents and children to ensure a consistent approach to the children's care and offer support to the family. The nursery newsletters, suggestions box and regular provision of questionnaires they complete allow them to positively contribute the procedures for self-evaluation. Where children who speak English as an additional language are cared for staff endeavour to work closely with the family and outside agencies, and use picture cards to aid the children's development of the English language. However, the manager recognises that this is an area for further development to promote better outcomes for children. The very positive links the

setting develops with the local school and nursery aids the children's transition and promotes a complementary approach to the delivery of the Early Years Foundation Stage. They work very closely with the Children's Centre and outside agencies to offer support to families in the local community and support the children with additional needs. However, for children currently attending the out of school club, such links have yet to be fully implemented with the school they attend.

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

Children are happy and secure within the nursery. In addition to their individual group rooms they have access to surplus space, such as the indoor beach, the heuristic play room and the quiet area, providing an effective variation to their surroundings. Children make decisions about their play from a young age from the wide range of good quality resources, which are effectively deployed within all areas of the nursery. As a result, children develop their independence and become active learners. The children's strong sense of belonging is promoted well through the provision of individually named coat pegs and baskets as well as effective displays, which contribute to the welcoming inclusive environment. Staff have a good understanding of the Early Years Foundation Stage. This enables them to positively interact with children to support and extend their learning and enjoyment. In addition, a good balance of adult-led and child-initiated experiences are in place, which are clearly linked to the children's interests. Children's developmental files incorporate many written observations, which are linked to photographic evidence. Staff use these to inform the detailed planning, which is individual to each child, linked to the areas of learning and reflects their next steps. The individual profiles provide an overview of developmental progress, which are shared with parents. However, entries are linked to the Early Years principles rather than the areas of learning. Also children's developmental starting points are not used as a base line from which to monitor their progress.

Children begin to develop some self-help skills and positive friendships with others, showing care and concern for each other through their actions. Children have good opportunities to develop their interest in books. They access books independently, show interest in story times and older children can name their favourite books. Children's understanding of numeracy is actively promoted in everyday experiences and planned activities. Babies enjoy filling and emptying containers, explore the natural materials within the treasure baskets and begin to make comparisons. Young children learn to operate simple interactive resources. Older children begin to develop the necessary skills for operating the computer, associated games and delight in taking photographs using the digital camera. Children's understanding of the wider world is effectively covered through the celebration of festivals, and a wide range of resources promote positive images of diversity. Through the wide range of activities children from a young age can explore texture and develop their creativity. For example, children's interest is sustained as they enjoy exploring the texture of the shaving foam, flour and paint brushes to make marks and create patterns. They paint freely, using the easels and different media, such as, pebbles and blocks of wood. They recognise familiar colours and explore the results of

colour mixing, make models from recyclable materials and other interesting resources. The free drawing areas indoors and outside, such as the wipe clean board and art areas provide many opportunities, which encourage all children to make marks using various resources. Older children begin to give meaning to the marks they make as staff annotate their art work on display. Older children learn to recognise their names during the self-registration system in place. The effectively designed sensory outdoor play area provides very many valuable opportunities for children to further extend their learning and physical skills. For example, they develop spatial awareness as they manoeuvre the wheeled toys backwards and forwards and compare size as they measure themselves against the height chart. Babies developing their skills for walking as they freely explore their environment and pull themselves to standing with confidence. Children develop their coordination as they climb, balance and dig using a variety of materials. Older children take part in group games, such as, badminton and football to promote their good health through regular exercise. They access the 'Tap room' outdoors to enable them to explore water in a variety of ways. Spacious group rooms mean young children have space to sleep in comfort and explore their environment with confidence as they crawl. Their walking skills are actively supported and they move towards resources that appeal to them, making decisions about their play from a young age.

All children develop an excellent understanding of personal hygiene and healthy practices through staff support and the effective daily routines. As a result, they explain that germs on your hands can make you poorly, they have independent access to drinks and a programme for cleaning teeth has recently been introduced. Babies' hands are cleaned after nappy changing and hygiene practices are consistently followed. They enjoy the variety of the very healthy, balanced diet, which the committed cook prepares daily. This good practice has been recognised by the recent local authority awards issued for the food provision and hygiene to level five. Children learn to stay safe as they regularly practise evacuation drills, enter into discussions to extend their learning and older children wear hi-visibility jackets during their journey to and from school. As a result, they learn about hazards and the consequences of their actions. Young children demonstrate they feel safe as they turn to staff for comfort if tired or upset and are confident to leave their side during play. Staff provide positive role models to children and effective practices for managing children's behaviour ensure they behave well. The extensive range of activities and opportunities clearly supports the development of the children's future skills.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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