

Fledglings Day Nursery

Inspection report for early years provision

Unique reference number	106956
Inspection date	10/12/2010
Inspector	Susan Harvey
Setting address	25 Oldbury Court Road, Fishponds, Bristol, BS16 2HH
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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 opened as a private day nursery in 1987. It operates from an extended, semi-detached house in the Fishponds area of Bristol. Children attending the nursery are from the local area. Children have access to an enclosed outdoor play area at the front and rear of the nursery. The nursery opens from Monday to Friday from 8am to 5.30pm, 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 43 children may attend at any one time. There are currently 89 children aged from birth to under five on roll, some in part-time places. Children who attend the holiday club are over five years of age. The nursery cares for children with special educational needs and/or disabilities and provides funded early years education for children aged two, three and four-years-old.

There are 16 members of staff, of whom 15 have appropriate childcare qualifications to at least NVQ level 2 and 3. The nursery has staff members who are able to offer languages, such as Hindi and Punjabi, in addition to English. The nursery has been approved for the local authority's Quality Assurance scheme for 2009 and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Fledglings Nursery environment is attractive and inviting where all children can learn through play and where children and babies feel safe and secure. Staff members are proactive in attending regular training events and up-dating qualifications, which has a clear impact on learning outcomes for children. Staff have a secure understanding of the Early Years Foundation Stage regulations and requirements and have a comprehensive scheme in place for children to learn. However, the next steps in covering the six areas of learning for all children's progress is not consistently identified. All children are valued and the nursery is inclusive in its practice to parents and children with the provision of staff to translate information in several languages.

What steps need to be taken to improve provision further?

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

- develop a consistent system which takes into account the next steps in children's learning

The effectiveness of leadership and management of the early years provision

The staff members in Fledgling Nursery have high standards and a good understanding of the need to protect babies and children from harm. Children are safeguarded by staff who up-date their knowledge regarding child protection procedures. They regularly attend training and have good arrangements in place to protect children from people who are not vetted. Staff keep children safe on the premises, they assess risks and record the information which is checked at regular intervals. Policies and procedures which ensure that children are protected and well supported are documented, easy to read and available to parents and carers at all times. Parents are fully aware of the process staff will take in the event of a complaint.

There is an excellent partnership and communication between staff and parents. Information to parents about the children's day is available in many forms. This includes the time taken by staff to verbally report what the children have done during the day. Parents of babies are given a written diary of the day. Any parent who has English as an additional language can be accommodated by a staff member who has knowledge of nine languages so she is able to communicate and keep parents informed. The partnership between parents and staff are well established before children start in the nursery. This happens through visits from parents to the nursery to meet their child's key worker and to share information which helps staff to assess the children's starting points and abilities.

In response to requests for comments on the service provided by the nursery, parents say they are very pleased with the communication and the information they receive. All parents commented on the fact that they like their children being cared for in a family environment where they make friends and are happy. Parents feel confident in approaching staff if they have any concerns. The partnership which has developed with other settings, such as the local primary schools, is well established. Teaching staff visit the nursery and spend time with the children. The transition from one room to another is well managed. Young children are given time to gradually settle into their new environment and key worker. This means that a secure relationship enables children's needs to be inclusively met and successfully promotes their learning, development and welfare.

Staff members have a good knowledge of the learning and development and welfare requirements and the Early Years Foundation Stage guidance, which promotes children's learning, social, physical and economic well-being. They have a clear understanding of each child's background and have adopted a robust system for recording babies and children's progress which suits their style of teaching. But there is limited evidence of babies and children's next steps being fully identified in all six areas of learning. However, staff focus on little goals being met by the children, such as taking responsibility for small tasks and taking turns. The system they have in place used for the observing and assessing children's needs, also links in with their individual learning needs. The interests of children are organized through regular planning, which is linked to supporting activities. Written information from a range of sources is provided in children's learning

journals which includes photographs and examples of their work. As a result, children's learning is supported with activities which suit their needs.

An interesting, well-equipped and welcoming environment successfully reflects children's backgrounds and the wider community. Resources such as staff, toys and equipment are very effectively managed for the benefit of the children. The baby unit is bright and colourful, quality toys and resources are readily available for them to use. A cosy book corner with comfortably fitted cushions helps young children and babies to relax. Babies can sleep comfortably in their own cot; the sleep room is tranquil and undisturbed by the other children.

Children who use the downstairs part of the nursery occupy three rooms. However, all babies and children in the nursery share the use of the soft play room each day. The 'teaching' room is used for more formal activities, where the main focus is a large electronic interactive white board on which children can draw or play games. Low shelves give children the chance to access resources for themselves and a well stocked 'problem solving' area provides children with an interesting range of toys and puzzles to challenge them. Children have access to a wide selection of art and craft material in order to be creative. The main focus of the art room is the 'snug'; a corner of the room which has been developed for children to use. Bright colourful saris drape the walls and ceiling, the addition of fairy lights and a comfortable settee gives the children an ideal place to relax together. Even though the outside area is compact, it is full of interesting opportunities for children to learn through play. Overall, the nursery offers a stimulating environment for children and babies with lots of posters and pictures around the walls. Staff recognize children's achievements by displaying their paintings in all areas of the nursery which emphasizes the importance staff place on children's efforts.

The nursery provides a valuable service which is inclusive for all families including those whose home language is not English. Equality and diversity is managed extremely well and children are introduced to a wide range of festivals which generates a positive experience through activities and the use of story books. Posters written in dual languages also provide parents with further information and welcome. Therefore, every effort is taken to help parents be involved in their children's learning with positive outcomes. The scheme covering how the staff and management evaluate the work in the nursery is very detailed and reviewed regularly. As a result, there is an on going expectation that changes will be made for the benefit of the children.

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

Children and babies show an extremely strong sense of security and belonging within the nursery. They are looked after by caring staff who are very encouraging with lots of praise and support, so enabling children's self-esteem to be fully developed. Children and babies are confident, settle well and develop excellent relationships with adults and each other. Children know the routine of the day and are independent in their personal care. For example, they confidently visit the

bathroom, know when they need a drink, are able to choose what to play with and make decisions about whether they wish to play outside or indoors. Babies are looked after well and they are happy and content. Children know exactly what they can play with and where to find resources. They also have the chance to exercise in a fully equipped soft play room.

Staff encourage children to develop good personal hygiene routines. They independently use tissues and dispose of them in the bin provided. Children are aware of the need to wash their hands before snack and after using the bathroom. When feeling thirsty children are able to access their own drinks. As a result, they are beginning to learn their own bodily wants and needs. Children make good progress in developing their personal qualities. They are able to take responsibility for small tasks, such as tidying up and making French bread pizza for other nursery children's tea. Overall, children are well behaved and work harmoniously together in small groups. Children with special educational needs and their families are very well supported.

Children delight in spending time in the 'snug area'. They sit and relax looking at books and chatting to each other. The extremely well stocked home corner enables children to learn adult skills through play, preparing meals from plastic food and choosing to use a range of utensils which hang low for easy reach on small hooks. Art and craft is popular, there is a selection of good quality resources for children to select from when making their Christmas cards and decorations. Children are developing skills for the future as they are kind and care for each other. Through regular access and use of information technology equipment, children have opportunities to learn new skills. Through regular use of the interactive white board children are able to learn a skill which will help when they transfer to school. They are able to work problems out for themselves through appropriate questioning from staff in order to help them think things through. Staff work hard to improve their knowledge of the Early Years Foundation Stage regulations and requirements. They attend training and pass on their knowledge to other staff members. Through this commitment babies and children's learning outcomes are very well supported.

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	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	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	2
The extent to which children make a positive contribution	1
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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