

Fledgelings day nursery (Hornchurch)

Inspection report for early years provision

Unique reference number EY269379
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Inspector Caroline Preston

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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

Fledgelings Day Nursery is one of two privately owned nurseries. It opened in 1987 and operates from a converted house in Hornchurch in the London borough of Havering. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 7:30am to 6:30pm for 52 weeks of the year and children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 69 children from three months to under five years on roll. The nursery employs 14 members staff. Of these, all hold appropriate early years qualifications. The nursery provides funded early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. A wide and varied range of stimulating activities and resources helps children to develop their learning well overall. Children are safeguarded as procedures are robust. Effective partnerships with parents help support children to achieve and progress. Links with outside agencies help to meet the individual needs of children and self-evaluation helps staff to take good steps to improve practice.

What steps need to be taken to improve provision further?

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

- encourage staff to use carefully framed, open ended questioning that challenges children's thinking .

The effectiveness of leadership and management of the early years provision

Adults are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Staff have all undertaken recent safeguarding training and know what procedures to follow should concerns be raised. The environment in which children are cared for and educated is safe and supportive. Daily risk assessments are carried out to cover all areas of the nursery, including the outside area and when children are taken on trips. Leaders embed ambition and drive improvement with staff, this supports children's progress and development across all areas of learning. Staff attend regular training to develop their childcare knowledge and understanding.

Resources are good and fit for purpose and able to support children's learning. The nursery has recently extended to develop more space and offer a wider range of resources, which is stimulating and interesting to children. The new management structure is committed to developing an improved nursery in which children learn and develop, therefore more staff have now been deployed to care of the children. Equality and diversity is promoted effectively to support the individual needs of children, as staff know about each child's background. They are able to offer learning experiences that help each child to progress and resources in the environment promote positive images.

Partnerships with other professionals have been established, this develops positive links in order to support any specific needs children may have. Highly positive relationships with parents help children to feel secure in the nursery and support staff to meet children's individual needs. Parents are given a varied, comprehensive range of information to support their understanding of their child's progress and how the nursery is run. Self-evaluation helps to improve the service offered to children and parents, regular action plans have been put into place, which has improved practice which benefits children.

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

Children are secure and feel a sense of belonging to the nursery. Children learn how to keep themselves safe, through discussions about road safety and what is acceptable and unacceptable behaviour. This helps them to understand the importance of safety both at the nursery and when out and about on trips. Children show a good awareness about what constitutes a healthy lifestyle, because they take part in topic work about healthy foods and enjoy exercise in the well equipped garden. They adopt good personal hygiene routines and are independent when using the toilet and washing their own hands. Children appear happy and secure in the nursery, they play well with each other and have positive relationships with staff. They learn about diversity through play with a good range of toys that promote differences.

Children develop skills for the future through play, they understand different adult roles such as shopping which is reflected in role play. They confidently use the computer and are able to skilfully play a variety of computer games, which helps them prepare for the future. Children are confident and interact well with each other and staff, they are confident in the nursery. They make choices about play and know their own likes and dislikes, this supports their emotional and social development. Staff have a good knowledge of the early learning goals and are continually developing their understanding of how children learn through play. They use effective teaching methods, however carefully posed open ended questions are not used by all staff to challenge learning. Children are developing early reading and writing skills as they use the computer and use pencils to draw and mark make, they look through books and enjoy listening to stories.

Children are able to solve problems for themselves, for example by putting puzzles

together and playing a variety of board games independently. They learn about number and calculation as they play and count different objects. They enjoy physical play in the garden and soft play sensory room. They are able to run, jump, hop and use their whole bodies to become skilful movers. Children's creativity is valued as they paint and draw, they are creative with the sand and water and enjoy role play.

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

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| 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

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| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 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

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