

Fledgelings Nursery

Inspection report for early years provision

Unique reference number EY277842
Inspection date 29/06/2011
Inspector Mary van de Peer

Setting address The Grove Green Community Centre, Penhurst Close,
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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 Nursery is an independently owned nursery, which opened under new ownership in 2004. The nursery operates from two rooms in a community centre in Grove Green, Maidstone, Kent. There is a secure area for outdoor play. A maximum of 30 children under eight years may attend the nursery at any one time, of which 30 may be in the early years age group. The nursery is open Monday, Tuesday, Wednesday and Friday from 9.30am until 2.30pm, school term times only. There are currently 38 children on roll in the early years age group. Of these, 35 receive funding for nursery education. Children come from the local and surrounding areas. The nursery is able to provide care for children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery owner employs seven staff. Five of the staff, including the owner and supervisor, hold appropriate early years qualifications. The nursery receives support from the local authority. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners promote the unique needs of each child and support their welfare and learning effectively. Children explore within safe boundaries and enjoy being with adults and each other. The partnerships between the setting, parents and other providers are excellent and help to ensure that the care and learning needs of the children are consistently met. The setting's capacity to maintain ongoing improvement is good and realistic priorities for development are in place. Ongoing aims to develop good quality provision helps to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

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

- review the routine at the setting to ensure all children benefit from free flow play to maximise learning and development opportunities at all times
- ensure that children's next steps are more clearly identified and recorded and used in leading future planning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through clear and easy to follow policies and procedures, ensuring their welfare is promoted at all times. Staff have attended

child protection training, displaying a good knowledge and understanding of what to do should they have any concerns. An informative range of guidance is easily accessible to staff, parents and carers. These measures help to ensure that children's welfare remains the priority. Systems for recruitment, vetting and continuous monitoring are robust to ensure that all adults working with the children are suitable. Risk assessments are recorded and include daily checks to ensure that children are safe at all times. These are awaiting review to improve their impact on children's safety even further.

Everyone involved in the running of the provision is committed towards continuous improvement and the recommendations set at the last inspection have been addressed or are being reviewed. The toys and resources made available to the children offer good choice and variety. Regular staff training and effective deployment help to ensure a good quality setting is provided for the children. Equality and diversity is embedded into everyday practice and the learning and development needs of each child are known and addressed. Children's understanding of diversity is well promoted through the range of activities and experiences provided. Policies and procedures are very effective and the learning environment is equally available to all children. This helps to ensure that no child is disadvantaged in any way.

The use of self-evaluation and reflective practice is good and looks at all areas of the provision. This is not yet fully reflected in the Ofsted document, although the setting's strengths and any areas for improvement are clearly identified and tackled. Children and parents also contribute to the process and their views are always taken on board. Recent improvements include introducing free flow play between indoors and outside and improving the experiences for children outdoors. Future targets for improvement are realistic in order to ensure effective benefits for the children.

Excellent partnerships have been developed with other settings, including local schools. The local school's reception teacher visits the setting regularly, helping prepare the four-year-old children for admission to her school and class next term. This helps to ensure their individual abilities and needs are known at an early stage in order to promote highly effective transitions into school. A football soccer training organisation visits the setting every week; those children who wish to, really enjoy learning ball and balancing skills outdoors. This promotes different skills for their future.

The way the setting engages with parents is outstanding. They are provided with ongoing information about their children's achievements and progress in the Early Years Foundation Stage. They have access to the policies and procedures and receive newsletters termly. Posters and relevant information is displayed on user-friendly notice boards. Parents' views are continually sought and acted upon and they feel the staff are friendly and very approachable. Parents are encouraged to be involved and are included in all aspects of pre-school life. They attend the setting to contribute to learning experiences for the children and view or update their progress records. Overall this helps to provide every child with very good continuity of care and learning.

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

Children and parents receive a warm welcome from the staff team as they arrive and settle in. Adults support children's learning well. For example, they use laminated name cards to help them recognise their names. Age appropriate games and activities also help children practice their skills in relation to numbers and counting. All children are equally included, for instance, when listening and participating in story telling. Problem solving activities, such as how to reach a small pirate figure set in ice, helps to develop children's skills in this area and boost their confidence to take part in new challenges.

Children know they can approach staff at any time, for instance, as a few children seek help in constructing an aeroplane and car with interlocking shapes. Staff are quick to encourage children to describe how they want it to look and what they need to reach this, promoting language and communication skills. This sustained shared communication helps to develop children's ideas and make connections in their learning.

Children are able to access a good range of toys, resources and experiences that cover all areas of learning. They demonstrate curiosity and interest as they move around and independently select their preferred activities. Some enjoy following simple instructions on the computer, while others role play and mimic activities from the home environment, such as shopping and baby care. Letters and numbers displayed within the provision encourage early recognition and children are encouraged to make marks in various situations. However, the sessions are punctuated by a member of staff blowing a whistle for children to stop and listen to instructions, such as snack time is starting or time to tidy up. This has an effect on children's concentration at times and means free flow play is not provided throughout all the session.

Effective planning for the play environment includes all the areas of learning and staff meet weekly to ensure that children's next steps are incorporated. These are not always obvious in children's progress records, although their learning is extended as they play and all experiences build on their current abilities and interests. Children's starting points are clearly recorded and clear observational assessment includes photographs and samples of children's achievements to demonstrate their good progress.

Children feel safe in the setting and demonstrate this through their eager attitudes towards learning and their relationship with the staff who care for them. Children learn about safety issues through ongoing, effective staff input. For example, they know to stay in a line and hold on to the rope when walking to the adjacent playing field together. Children are able to follow the emergency evacuation procedure safely and knowingly. Good adult support helps children to develop a good awareness of personal safety.

Children's good health and well-being is actively encouraged. They enjoy regular

physical exercise and can find a quiet area to rest or look at a book. Children are involved in health and hygiene routines and know when and why they need to wash their hands. Their independence with self-help skills is well promoted. Children eat healthily and parents are happy to provide nutritious food in their lunch boxes. These include options such as fruit, vegetables, bread and cheese. Staff are heard to ask children questions about what they are eating and their input helps children to learn the benefits of healthy living.

Children are very well-behaved for the majority of the time and learn the expected behaviour boundaries. They are independent and responsible, with turn-taking, for example, allowing others to go on the computer. They respond well to plenty of praise and encouragement and adopt good manners. Children's welfare, self-esteem and development are well promoted.

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	1
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	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