

Fledglings Childcare

Inspection report for early years provision

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Inspector

Anne Archer

Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Fledglings Childcare registered under its current ownership in 2010 due to a change in legal status. It operates from two rooms with associated facilities within a purpose-built building owned by the Royal Air Force which it shares with another early years setting. It is situated on land immediately adjacent to RAF Wyton in Wyton on the Hill which is close to Huntingdon and St.Ives in Cambridgeshire. Children have access to a fully enclosed outdoor play area.

The setting is open each weekday from 8am to 6pm, with early closing on Fridays at 5.30pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It may care for up to 47 children under eight years. The out of school provision is not currently operating. There are 42 children on roll in the early years age group, 16 of whom are in receipt of funding for early years education.

The setting is managed by the owner and her deputy and there are eight other childcare staff employed. Nine staff hold relevant childcare qualifications. A cook and cleaner are also employed to support the childcare staff. The nursery receives support from local authority advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at Fledglings Childcare make good progress in their learning and development and their care and well-being is promoted well. Safeguarding systems are strong and partnerships with parents and others are effective in most respects. The management team is aware of the areas that require development within the setting and has recently introduced new strategies to support improvement. As a result, the capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the links with other providers of the Early Years Foundation Stage to ensure continuity of care and learning
- extend evaluation of the provision to include staff, parents and children's views
- develop outdoor learning opportunities across all areas of learning for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because staff working with children have a good understanding of their roles and responsibilities in relation to all aspects of child protection and of keeping children safe. Their knowledge and understanding of potential concerns and how to respond depending on their role is secure. The safeguarding policy includes procedures to be followed in the event of an accusation being made against a member of staff or if a complaint is received.

Policies and procedures are reviewed at least annually and reflect the good practices within the setting. Risk assessments are conducted on all areas and equipment which children may come into contact with each month. Action is taken to minimise the risk of any potential hazard, whether it is within the premises or outside. Daily health and safety checks ensure the actions needed to be taken are in place.

The effectiveness with which the setting promotes equality and diversity is good. Children's individual needs and interests are taken into account when staff plan activities and menus. However, individual children's learning styles are not necessarily taken into account. For instance, some children may engage better if a wider range of activities were provided in the undercover and outdoor areas. Staff are very consistent in their behaviour management. Strategies take account of children's level of understanding and maturity. Children receive a lot of support and praise and, as a result, behave well.

The effectiveness of the setting's engagement with parents and carers is good. Newsletters, displays and notices keep parents informed of future events and topics and they are encouraged to be involved in their child's learning. Staff establish friendly, working relationships with parents and carers and information about children's well-being and progress is shared on a daily basis.

Working procedures for establishing and maintaining partnerships with other agencies are strong. However, although staff here are keen to provide information for other providers of the Early Years Foundation Stage the overall system is not completely effective in supporting continuity of children's progress towards the early learning goals.

The setting's accommodation, although shared, is suitable for purpose. Staff strive to provide a stimulating indoor environment for the children. Resources are suitable, safe and well maintained. The setting's capacity to maintain continuous improvement is good. Processes for managing the performance of staff and for their professional development have been introduced to support further improvements within the setting. Management undertake an evaluation of the setting on a regular basis which would be further enhanced if staff, parents and children were included in the process.

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

Children are settled, content and generally keen to take part in the activities planned for them and also to initiate their own play. They make choices about the activities they participate in, however, opportunities to play outdoors are restricted. Staff record their observations of children at play and use the information to inform their weekly planning to make sure they provide activities which support children's next steps towards the early learning goals.

Children learn to support their own safety and good health through routines. Over twos are beginning to understand why they should wash and dry their hands thoroughly after visiting the toilet and before eating. Under twos experience having their faces and hands wiped before and after meals and snacks. Staff help children to keep themselves safe by, for instance, showing them how to use tools and equipment properly.

Staff talk to pre-school children about making choices, which encourages them to learn to negotiate potential risk and then decide whether or not to carry out the action. Children of all ages clearly enjoy the attention of their adult carers and show by their behaviour and mannerisms that they feel safe. Children's health is well promoted by staff as they encourage children to drink regularly from their individual water bottles, and provide interesting opportunities for them to develop their physical skills. Procedures for dealing with children who have an accident or become unwell and so prevent the spread of infection are good.

Most children are so absorbed in their play that they rarely test the setting's rules and boundaries, however, when they do, they quickly take notice again due to staff's excellent child management skills. Effective action is taken to resolve a situation without damaging a child's self-esteem. Children learn to help each other during their play and in the pre-school, particularly, there are strong friendship groups.

Children develop skills to support their future learning as they make good progress in early communication, literacy and numeracy and skills linked to communication technology. Pre-school children listen eagerly to stories and contribute their thoughts during circle time when asked to do so. Younger children receive care and encouragement to enable them to learn basic skills to support their future learning as they progress through the setting.

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	3
The effectiveness of the setting's engagement with parents and carers	2

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