

Fledglings Education and Childcare

Inspection report for early years provision

Unique reference number	307497
Inspection date	25/10/2011
Inspector	Catherine Curl
Setting address	Fledglings Ltd, 2 Hazelfields, Worsley, Manchester, M28 2LS
Telephone number	0161 281 2821
Email	Fledglings.hq@ntlBusiness.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 Day Nursery is privately owned. It is one of four nurseries owned by Fledglings Limited and opened in 1995. It operates from a purpose built two storey building. It is located in the Hazelfields area of Worsley, Salford. There is a fully enclosed outdoor play area for all children. The nursery offers full day care, before and after school and holiday care. The nursery may care for a maximum of 120 children at any one time. There are currently 148 children on roll. Of these, 22 children are in receipt of nursery education funding. The out of school club may care for a maximum of 36 children at any one time. There are currently 27 children on roll.

The provision operates between 7.30am and 6pm Monday to Friday all year round, excluding bank holidays. The nursery supports children with learning difficulties and/or disabilities. There are 35 staff working with the children. Of these, 27 hold suitable qualifications and five are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming, safe and happy environment for children where they are valued and respected. Overall a strong emphasis on partnerships with parents and carers means children and families are central to everything they do. A comprehensive knowledge of children's welfare and development provides children with good levels of challenge. Children are making very good progress in their learning. Overall, the nursery has good procedures in place to ensure continuous improvement, identifying most strengths and weaknesses appropriately.

What steps need to be taken to improve provision further?

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

- encourage the involvement of parents as part of the on-going observation and assessment process.
- develop quality improvement processes as a basis of on-going internal review, assessing what the setting offers against robust and challenging quality criteria, for example by using the Ofsted self-evaluation form.

The effectiveness of leadership and management of the early years provision

A designated person takes responsibility for safeguarding. The nursery has up-to-date policies and effective procedures in place which protect children from harm. All staff have attended training and know how to identify and act on concerns, this promotes children's safety and welfare well. All staff have been subject to

enhanced criminal record checks. Robust recruitment procedures ensure their suitability to work with children.

A biometric entry system, secure outdoor area and vigilant staff mean that children cannot leave the premises unattended and unauthorised persons cannot gain access. Staff carry out daily risk assessments identifying potential hazards so that risks to children are minimised. This allows children the freedom to move around the nursery in safety, which builds their confidence and increases their sense of belonging. There are detailed records of risk assessments showing aspects of the nursery that require regular checks.

High levels of qualifications, sound knowledge of the Early Years Foundation Stage and child development means staff are skilled at identifying and meeting diverse needs. Staff provide support to children who have additional educational needs and/or disabilities. They adapt activities to ensure that all children can access them. For example, games that are played on the computer can also be played on the interactive white board which promotes the development of different motor skills and abilities.

The indoor environment is clean and well organised with a broad range of resources appropriate for the children within the different rooms. The outdoor environment significantly enhances the opportunities available for children. It is a large area which has been well planned to offer a whole range of experiences for children of all different ages and abilities. For example, there are physical challenges, such as, steps and a secret tunnel. There are opportunities to hunt for bugs in the wild area and an outdoor heated classroom. There is also a sectioned off area for babies, which provides new sensory experiences.

Staff share the company vision 'to provide a quality childcare service'. along with a commitment to provide children with activities and experiences that are enjoyable, helping them to make progress in their learning and development. Parents say they feel involved in their children's learning. For example, by attending messy play day. All parents said this nursery is a warm welcoming setting. The nursery understands the benefits to children of partnership working and has highlighted areas for improvement, such as, ways to involve busy parents in their child's learning and development. However, efforts, such as, observation books have not proved successful. This means that not all parent's valuable contributions are included, as a result some opportunities to support children's learning and development may be missed. Recommendations from the last inspection have been met. For Example, development of the outdoor area has provided a rich and stimulating learning environment for all children.

Children's achievement is supported by well-established partnerships with other organisations and services. For example, local authority advisors and speech and language experts help staff to provide meet additional needs.

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

A gradual admission process ensures that children feel safe. A key-person system is in place which helps the nursery to develop strong bonds with children and their families. Information sharing supports children's care routines and meets their individual needs, thus, promoting children's sense of security and belonging. Children have good opportunities to learn how to stay safe as staff teach them about safety outdoors. For example, raising awareness of the subject of stranger danger. Children are also learning to stay safe in the outdoor area. For example, they prompt children to think about keeping away from the edge of a steep bank so they don't fall.

Children are developing a good understanding of healthy lifestyles. Staff model good standards of hygiene. A healthy diet, including, fresh fruit and vegetables ensures children are nourished. All food is prepared on site. Fresh drinking water is available throughout the day so children are hydrated, this aids concentration and means that children are independent in meeting their care needs. The benefit of fresh air and exercise is promoted. Children have daily access to the outdoor play area with freedom to move around. Weekly activities, such as, football and swimming promote their physical development well.

Children's communication and language development is well supported. Staff provide opportunities for babies language development by responding to the sounds they make as social interaction. Children's early language is re-enforced by using sign-along and spoken word. Children have lots of opportunities for number recognition through action songs and rhymes, such as, five currant buns. Counting the number of pieces of fruit they want at snack time promotes understanding of numbers as labels and for counting. Babies exploring and investigating through messy play activities promotes creative development. For example, using their hands to explore jelly, gurgling with enjoyment, feeling and tasting. Block play and construction encourages children's designing and making skills. A good range of ICT, such as, cause and effect toys, torches, an interactive white board and computer develops children's skills for the future.

Staff act as good role models for children, treating them respectfully, providing positive re-enforcement and praise to encourage good behaviour. Parents 'like that children are encouraged to use good manners'. Staff encourage appropriate behaviours of sharing, taking turns and building friendships. The use of persona doll introduces topics, such as, transitions from nursery to school, what you should do if someone hurts you and to discuss the differences in eye, skin and hair colour. Children are developing a respect for themselves and others and are learning about other cultures and beliefs.

The nursery's inclusive philosophy is to ensure all children and their families feel welcome. This is evident in their practice, staff are skilled and prepared to adapt the way they do things to accommodate the individual needs of children and families. This is confirmed by parents who say the staff are 'caring and attentive to

children's needs'.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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