

Fledglings Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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 has been open since 1990. It is situated in a purpose built, two storey unit, in the Stretford area of Manchester. There is a secure outdoor play area. The nursery opens from 7.30am until 6pm Monday to Friday, throughout the year, except for bank holidays.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 70 children may attend the nursery at any one time, all of whom, may be on the Early Years Register. There are currently 80 children attending who are within the Early Years Foundation Stage. Children attend a variety of full and part-time sessions. The nursery provides funded early education for three and four year olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There is a total of 31 staff, including the manager, who work directly with the children. Of these, 25 staff hold suitable qualifications and 23 have National Vocational Qualification at Level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in this inviting setting provided by staff who are highly motivated to achieve the best for children. Overall, children make good progress in their learning because teaching is rooted in a comprehensive understanding of the needs of children and they plan activities to ensure that their individual needs are met, especially when looking at healthy lifestyles. The setting works exceptionally well with parents and other providers of the Early Years Foundation Stage. They support children with special education needs and/or disabilities and children who speak English as an additional language to a good level. Good self-evaluation processes are in place to ensure effective improvement in well chosen areas. All required documentation is in place, monitored and effective in practice.

What steps need to be taken to improve provision further?

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

- analyse and review what is known about each child's development and learning, then make informed decisions about the child and groups of children's progress and plan next steps to meet their development and learning needs.

The effectiveness of leadership and management of the early years provision

Children are well protected and safeguarded by staff who have a clear understanding of local safeguarding procedures. Vetting procedures are robust and staff regularly sign a statement to say they remain suitable. Staff attend regular training to ensure that their understanding of safeguarding procedures is up-to-date and they are kept well informed of changes by the management team, through an effective staff booklet and training.

Staff fully understand the Early Years Foundation Stage and use this effectively to support children's learning. The management team place a high priority on ensuring staff are well trained and up-to-date with new developments. For example, they regularly monitor and support the planning in place for children. The environment gives children a wide range of activities to choose from both inside and outside. All resources are at children's level, and they are well organised and labelled, to support children in making their own choices.

The management team works closely with all staff to evaluate and monitor their practice. The recommendations from the previous inspection have been met. For example, staff have developed systems to ensure consent for emergency medical treatment is collected. The management team uses a range of self-evaluation methods effectively and has involved the ideas of a number of stakeholders including, parents and staff, in this process. They have set themselves comprehensive targets and actions, such as, developing further the systems in place to track children's progress.

The setting forms exemplary relationships with parents and carers. There are a wealth of systems in place to share children's progress, such as, one-to-one meetings with parents and sharing children's daily diaries and learning journeys. The setting supports learning at home through activities, such as, stay and play sessions. Parents are welcomed into an informative parents area, where they can learn about things they can do at home with their child and get support on areas, such as, the use of dummies. The setting is highly committed to working with other providers and takes a lead role in establishing effective working relationships. For example, staff complete detailed transition documents, telling schools about children's progress. This ensures that continuity of care is given the highest priority and children and parents are supported through transitions.

The setting is fully committed to providing excellent support to children with special education needs and/or disabilities. For example, staff work well with outside agencies such as speech and language therapists to meet the specific needs of children. For children who speak English as an additional language, the setting ensures they use words on displays around the setting to support their home language.

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

Children settle quickly into the setting and feel safe and secure in the environment. This is because the staff get to know the children and families really well, for example, through information collected on admission and by developing close relationships with parents. Children move around the setting safely and give children clear boundaries. For example, children are reminded to be careful of each other when using the skipping ropes outside. Children use the bikes and obstacle course outside safely, as staff know when to offer support and when not to. This is because they have a clear understanding of children's development.

Children have excellent opportunities to learn about healthy lifestyles. They learn about healthy eating as they grow their own vegetables, such as, potatoes and onions, harvest them and use them for tasting activities and in their lunches. They are encouraged through praise and encouragement to try different foods. The children learn about fantastic hygiene routines through gentle reminders and visual signs reminding them what they need to do. Children brush their teeth every day and staff talk to them enthusiastically about the importance of this. All children have access to a well resourced outdoor area. Children are provided with a number of physical challenges, such as, slopes on the bike track to help them to develop their leg muscles. Older children take part in an inspiring range of lessons, such as dance classes with a specialist teacher and swimming lessons at the local pool.

Children make good progress towards the Early Learning Goals as staff regularly observe children. The setting has begun to develop tracking systems for children, however, this system is not yet fully developed to ensure that the progress of all groups of children is fully maximised. Children take part in a range of mark making activities and have a large wall display where they can explore marks on a large scale. They enjoy reading books, repeating the parts of the story they know and looking at the pictures for clues as to what will happen next. Children develop effective numeracy skills through a wide range of activities. They use numbered cakes to make towers, talking about which one is the biggest and the smallest, which is next and how many stars are on each cake. Children use a range of age appropriate, technological equipment in each room. They use simple button toys and explore cause and effect, as the toys make noises. This supports them to develop skills for the future.

Children are well behaved in the setting and are encouraged to be independent throughout the day and choose their own resources for play. Babies in the setting excitedly show their enthusiasm for activities, such as, treasure basket play and filling containers in the sand pit. Children learn about their own and other cultures, through a well organised range of activities and resources. For Diwali, staff showed children how they celebrated it at home, trying on traditional costumes, tasting foods and drawing Mehndi patterns on their hands.

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	1
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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