

# Wood Fold Fledglings

Inspection report for early years provision

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**Unique reference number** EY435120  
**Inspection date** 07/02/2012  
**Inspector** Mary Wignall

**Setting address** Wood Fold Primary School, Green Lane, Standish, WIGAN,  
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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*.

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## Description of the setting

Wood Fold Fledglings was originally registered in 1993. It has been registered to the current individual since 2011 with the majority of the staff and management remaining the same. The setting is based within Wood Fold Primary School in Standish, near Wigan, Greater Manchester. Children are cared for within the nursery room, the hall and library. There is an enclosed outdoor play area. The setting operates Monday to Friday between 9am to 4pm during term times only. The setting is registered on the Early Years Register to care for a maximum of 24 children in the early years age range, of these none may be under two years. At present there are 44 children on roll. The setting supports a number of children special educational needs and/or disabilities and children who speak English as an additional language.

The setting currently employs nine staff to work with the children. They hold the following relevant qualifications; two staff have level 4 qualifications, three have level 3, one has level 2, two staff are working towards level 3, one is working towards a level 2 qualification and one to a degree level qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle very well in the nursery and receive an excellent level of care because the experienced qualified staff work very closely with individual children and their families. Excellent systems are in place to ensure that all children's individual needs are routinely met. Highly effective teaching methods ensure children consistently make good progress in their learning. Exceptional partnerships between parents and other agencies ensure individual children's needs are met and their protection assured. Self-evaluation procedures are thorough. They involve all key partners and demonstrate an excellent capacity to make continuous improvement and sustain high standards.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to use self-evaluation procedures to improve organisation of documentation especially regarding children's information.

## **The effectiveness of leadership and management of the early years provision**

The nursery gives high priority to safeguarding children. All staff receive regular training ensuring they have an excellent understanding of the possible signs of abuse. Comprehensive policies are firmly based in local authority safeguarding procedures to fully protect children. Staff recruitment procedures are rigorous. Managers have attended relevant training. Vetting procedures ensure the continued suitability of all staff working with children. Staff consistently implement comprehensive risk assessments to ensure the premises are safe and secure. The incisive self-evaluation involves parents, staff and children and leads to an accurate analysis of the nursery's strengths and weaknesses. Challenging targets are set to maintain and continue to improve standards. New teaching techniques, such as, using 'Every Child a Talker' and 'Letters and Sounds' programmes are meticulously and sensitively monitored. This ensures staff are confident and skilled to consistently improve outcomes for children. All staff receive training and are enthusiastic and highly motivated. Managers give very careful consideration to the deployment of resources they continually strive further improvements to maintain their high standards.

The nursery's wide range of highly inclusive communication strategies result in excellent engagement with parents and carers. Regular meetings with staff are organised to share information with parents. All documentation is regularly reviewed and updated, although some files have old and new documentation in them making them slightly less clear to read. Following training events, such as, 'The Inspire Project', 'Every Child a Talker', and 'Firm Foundations' the nursery has developed a wide range of packs of targeted resources to share with parents. The packs include resources, such as books, puppets, blankets, tents, balls and advice from staff of how they can be used to support their child's learning in fun ways together. Other resource packs, such as, 'George the Dog' focus on children's physical skills. As a result of such a wide range of strategies staff, parents and children build highly productive relationships. The nursery's partnership with parents and external agencies demonstrates the nursery's keen commitment to ensure each child achieves their full potential. They have well-established links with local authority inclusion and teaching teams to ensure each child's progress is fully assessed and fully supported.

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

Staff plan a stimulating play and learning environment for children. Highly effective planning systems result in a rich and varied program of activities and experiences for children. Staff have carefully monitored the balance of adult-led and child initiated play to ensure children have time to create and practise their skills. They skilfully intervene as necessary to extend and support children's individual learning needs. Excellent relationships and careful planning means from the time children arrive they readily find stimulating, fun activities they delight in. Children's learning is rigorously assessed with all staff undertaking observations on children's learning

and managers closely monitoring the progress of all children's learning and development.

Staff consistently give the highest regard to children's health and safety. They have high and realistic expectations of children's behaviour enabling them to take responsibility of their health and well-being. Children eagerly join in a wide range of physical activities both in planned and free play indoors and out. Children practise their self-care skills as they put on pumps for the indoor sessions and rubber boots for the outdoor. Staff are at hand and individually demonstrate how best they can do it to support their developing skills. As a result children take responsibility for their well-being. They independently put on hats and coats when choosing to play outdoors and are extremely confident to ask for help if or when needed. High quality adult interaction ensures children develop an excellent understanding of expected behaviour. Children are helped to develop their own ways to manage behaviour and manage minor disputes. They readily talk about safety in play and naturally explain why sand should not be thrown and call out 'excuse me' as they play on wheeled toys to ensure each other's safety.

Children's progress in communication, numeracy and communication skills are exceptionally monitored and build useful skills for the future. Music, movement and painting sessions innovatively develop skills necessary for writing. Children are confident speakers and eagerly show pictures they have drawn. They show how they have written their names and confidently linking the sounds to the letters. Children sing their favourite rhymes as they play with dough or construction toys demonstrating a clear enjoyment of different sounds.

Children are highly motivated to use mathematical terms and language in their play. They enjoy watching the sand tower get higher and higher and talk how their jumpers can be both thick and thin. They show good calculation skills as they play counting and sharing the candles they have made out of dough. They enthusiastically use the computer to play counting and matching games showing a confident understanding of technology. Children use cameras in the bird hide as they sit inside the cosy space and look through the cameras to find birds or pictures of birds. Children show how to switch them on and eagerly talk about the hide they made together with staff.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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