

Fledglings Childcare

Bennett Childcare Centre, Wiltshire Road, Wyton, HUNTINGDON, Cambridgeshire, PE28 2EX

Inspection date

11/10/2012

Previous inspection date

19/07/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. All the practitioners have a good understanding of how young children learn and they make the most of opportunities to promote children's learning through play, discussions and group activities.
- Children are happy and eager to learn. They show good levels of independence, curiosity and imagination and they display strong self-assurance.
- Practitioners work well with parents, providing high levels of individual support where required.

It is not yet outstanding because

- Systems to monitor how the learning and development requirements are implemented have not yet been fully embraced.
- The setting's systems for self-evaluation have not yet been fully applied to enhance sustained and continuous improvement.
- The involvement of children's parents in their learning journey files has not yet been fully embraced.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two main play rooms and in the outside learning environment.
- The inspector held meetings with the manager and deputy of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of practitioners working in the setting, the provider's quality assurance form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Melanie Eastwell

Full Report

Information about the setting

Fledglings Childcare is situated Wyton, Cambridgeshire. It occupies rooms and facilities within purpose built premises that is shared with another early years setting. The children have access to enclosed outdoor play space. The setting is accessible for all, including wheelchair users. Children come from the local and surrounding areas.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 38 children aged from six months to four years on roll. The setting supports children with English as an additional language and children who have special educational needs and/or disabilities. It receives funding for the provision of free early education for three and four-year-old children.

The setting is open from 8am to 6pm Monday to Thursday and from 8am to 5.30pm on Fridays for 50 weeks of the year. There are a total of 10 staff including the manager. All the staff hold early years qualifications at level 2 and 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the support for staff to fulfil their responsibilities in meeting the learning and development requirements and oversee the educational programmes through further implementation of the available support materials
- extend the involvement of the children's parents in their learning and development files through clearly identifying their contributions relating to their child's achievements and progress at home
- expand the systems for self-evaluation to enhance continuous improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's keenness to learn is enhanced by the practitioners who have a good understanding of how to engage and capture children's interest and recognise that children learn through their play. Teaching strategies across the different age ranges of the children who attend are effective. Children enjoy a range of activities that promote their awareness of matching and memory and of the benefits of working together. For example, they play a memory game ably supported by the member of staff. She talks to the children to explain the rules of the game and they understand about taking turns but also being aware of watching when the other children have their turn to give them clues for where the pairs of cards may be. Activities such as this and reading books with the children contributes to their listening skills.

Children's awareness of literacy is promoted through activities involving magnetic letters. They work with a member of staff to match the letters with text in a picture book and they use phonics to name the letter sounds in their own names and those of their friends. Babies benefit from the close supervision of the staff during their play. Older, mobile babies are encouraged to explore the environment and to help themselves to resources from the low-level units in the room. The members of staff sit on the floor with the babies who enjoy their positive interaction and facial expressions.

The key persons complete planning for each child that are informed by their interests and previous activities. The planning for activities covers the seven areas of learning and the key person for each child records regular observations to demonstrate their progress. Parents are asked to provide information when their child starts attending which helps the key person to assess children's starting points. However, although some parents do report to the key person about their child's achievement at home, these contributions are not clearly identified within the children's learning journey files.

Children demonstrate that they are secure in communicating their needs and preferences. This is enhanced by the successful implementation of visual aids such as signing cards as well as the staff members clarity when talking to the children about their expectations for behaviour or for any particular activity. Babies and toddlers call out to indicate that they want attention and respond through broad smiles and giggling to the key person's interaction with them. Older children join in enthusiastically with familiar parts of favourite stories such as making the sounds of the various animals. The well-resourced learning environment and the organisation of the planning to meet each child's needs helps to ensure that opportunities are used effectively to support and extend children's learning across each of the areas of learning. Practitioners use their skills and enthusiasm to question and challenge children's thinking.

The contribution of the early years provision to the well-being of children

Children demonstrate that they feel secure in the nursery. They have clear bonds with the members of staff. For example, babies and toddlers look to familiar adults for reassurance, putting their arms up for cuddles that are warmly responded to by the staff. They show familiarity with the daily routines because they settle readily to sleep after lunch. Older children are confident to initiate conversations with the members of staff and they ask for items they want. They know the routines of the day and thoroughly enjoy the free-flow opportunities to play in the spacious and well-resourced outside area. Children in the two play rooms have opportunities to be together both in the outside covered area and when the door connecting the two rooms is opened. This means that older and younger siblings can spend time together if they wish.

Babies have opportunities to explore and be curious because they are provided with a stimulating range of play materials and activities. These include messy play, painting and natural resources within the heuristic play materials. Older children are encouraged to be independent. For example, they choose when they have their snack and are supported by the staff in preparing for outside play by changing into outdoor shoes and putting their

own coats on. Free choice of the activities is actively encouraged and children are able to help themselves to resources such as egg timers, large tweezers and art and craft materials which promote their creative, imaginative and investigative skills.

Children's awareness of safety is enhanced through regular discussions with the members of staff. For example, they are reminded to be careful when playing outside particularly when using the play cars. The staff talk to them about driving the same way as their friends and the importance of always looking behind them before reversing. Children's individual and specific needs are met effectively following thorough discussion with their parents. Those who require extra support are managed in a consistent way which contributes to them being able to manage their feelings and behaviour.

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

The manager and deputy of the nursery work well with the staff to set high aspirations for quality. The setting has systems in place to review and evaluate their practice. They are committed to staff training and they have taken positive steps to address the recommendations from the previous inspection. However the systems are not yet sufficiently rigorous to enhance sustained and continuous improvement. There are robust systems in place for the recruitment and retention of suitable staff which ensures their skills are valued and that they have appropriate opportunities to keep their knowledge up to date.

The staff team demonstrate a good understanding of the learning and development requirements and of the safeguarding requirements. However, they are not yet fully supported in their implementation of the learning and development requirements because they do not have full access to the support materials. The partnerships with parents are strong. The nursery supports families in order to meet any specific needs and parents report highly positive and complimentary feedback, relating to the staff teams commitment to theirs and their child's care and well-being. Effective partnership working has been established with the local school to support children's transition. Systems are in place to share relevant information with other providers delivering the Early Years Foundation Stage which contributes to a consistent approach for the children.

The safeguarding arrangements are effective. All practitioners have completed training and they understand the importance of following the Local Safeguarding Children Board procedures in the event of any concerns. Practitioners create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. All children attending, from the youngest to the oldest receives positive interaction from the committed staff team which contributes to their future learning.

The Childcare Register

| | |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary part of the Childcare Register are | Met |

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY415142 |
| Local authority | Cambridgeshire |
| Inspection number | 886505 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 47 |
| Number of children on roll | 38 |
| Name of provider | Fledglings Childcare Ltd |
| Date of previous inspection | 19/07/2011 |
| Telephone number | 01480 453 891 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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