

Fledglings Day Nursery

25 Oldbury Court Road, Fishponds, Bristol, BS16 2HH

Inspection date

04/02/2013

Previous inspection date

10/12/2010

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

- Staff develop close working relationships with parents, which help to promote children's achievements and good progress.
- Staff use observation and assessment well, which enables them to identify children's progress and any gaps in their learning.
- The owner consistently applies systems for performance management. Therefore, all staff working with the children understand their roles and responsibilities when caring for the children.
- Staff manage transitions between nursery rooms and other settings well and strong relationships form at all levels. Therefore, children are settled and keen to learn.

It is not yet outstanding because

- Children do not always have the opportunity to use story props in their play to enable them to retell stories and further develop their good communication and language skills.
- Staff do not always promote opportunities for children to learn about things that grow and change to enhance their understanding of the world.

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 had a tour of the setting with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector observed activities in all rooms within the nursery and during outdoor play. The inspector completed two joint observations with the manager.
- The inspector held meetings with the manager, owner and two staff members.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

Inspector

Sandra Croker

Full Report

Information about the setting

Fledglings Day Nursery registered in 1987 as a privately owned day nursery. It operates from an extended, semi-detached house in the Fishponds area of Bristol. Children attending the nursery are from the local area. Children have access to enclosed outdoor

play areas at the front and rear of the nursery.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 52 children aged from birth to five years on roll. The nursery provides funded early education for children aged two, three and four years. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children learning English as an additional language.

The nursery opens from Monday to Friday from 8am to 5.30pm. It is open for 51 weeks of the year. There is a holiday club for children over five years of age. There are 18 staff employed to work with the children. Of these, two staff have an early years qualifications at level 2 and 15 have an early years qualifications at level 3. One member of staff has an early years qualification at level 4 or above. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- provide story boxes to spark children's story telling ideas
- enhance opportunities for children to develop their understanding of growth, decay and change over time, for example through taking care of a flowerbed or growing vegetables.

Inspection judgements

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

Staff foster children's curiosity and enthusiasm for learning well. They have a secure knowledge and understanding of how to promote the learning and development of young children. Pre-school aged children explore an imaginary world under drapes and pillows, incorporating a den into their role play. Toddlers enjoy carrying large cardboard tubes, decorated during a previous activity and staff laugh with them as they create different sounds by blowing into them. Babies eagerly create sound and light by pushing and pulling knobs, flaps and shutters. They have access to a good collection of technological toys to help them discover how things work. All children are generally working comfortably within the typical range of development expected for their age.

Staff place a strong focus on children being able to access a variety of sensory experiences, such as, treasure baskets, sand, water and paint. Babies become fascinated in the marks left on the sandpit tray as they push the sand around with a spade. All children have good opportunities to access tools to practise their early writing skills. For example, babies enjoy splatter painting, toddlers draw with different pens and pre-school aged children explore writing in a black tray filled with foam. Staff support children well in developing their communication and language skills. They regularly listen perceptively to children and skilfully question them during activities in order to reshape tasks and explanations to improve learning. Pre-school aged children explore different sounds during group time and make good progress identifying the initial sounds in words. However, there are fewer opportunities for children to use story props in their play to further promote their learning. Toddlers sit in an attractive book area enjoying a story, and staff help them respond to the pictures and text, which promotes their early reading skills. Children confidently express their own preferences and interests. For example, staff in the baby room, give babies choices as they place books around them. They use actions to support babies' developing understanding of words in the story. Children are interested and keen learners who enjoy actively learning and staff develop good resources to support this.

There is plenty of opportunity for children to experience number concepts in their play. For example, babies pull out small groups of the same object from treasure baskets. Toddlers use counting songs and rhymes in energetic play. Pre-school aged children use number labels to match to sets of objects. They also compare the amounts of different fruit they take for snack. Staff support this well and the quality of teaching is good. As a result, children make good progress in their early mathematical development. Staff provide interesting and challenging experiences that meet the needs of all children. There is a wide range of indoor resources covering all areas of learning. However, outside there are fewer opportunities for children to experience processes of growth, decay and change over time. This reduces their understanding of the world.

Assessment of children's starting points is good due to the close working relationships that exist between staff and parents. Parents share their children's likes, dislikes and family background in a comprehensive 'all about me' questionnaire. Staff record information for babies' parents about their activities, interests and routines, in a daily diary. Staff put all children's assessment in learning journals. Regular progress reports clearly show where children are in relation to their progress towards the early learning goals. Parents enjoy sharing these records. Procedures are in place to include the required progress checks for children aged two years. Planning supports children's next steps in learning and takes account of children's interests. Staff meet children's individual needs well and help them develop the key skills needed for the next steps in their learning, including at school where appropriate.

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

Children enter the nursery excitedly, eager to tell staff their news and separate from their parents happily. The effective key person system, and the good level of adult attention,

enables all children to form positive and trusting relationships. Staff offer babies many cuddles and sit close by them during play. Babies and younger children quickly become secure and develop confidence in the welcoming environment. Staff are gentle and encouraging as they talk to children, for example, when inviting them to come and have their nappy changed. Therefore, children are relaxed and at ease in their care. They confidently explore their environment and express their wishes, which includes where and what they wish to play with. Pre-school aged children take part in regular play sessions in a separate room within the nursery. Staff provide them with activities and experiences that help to support smooth transitions when they leave the nursery.

Children follow good hygiene procedures and gentle reminders from staff help them to remember why it is important to keep their hands clean before eating. Children discuss the germs that they might get which could make them poorly. Staff provide snacks and meals that help children to develop the taste for a wider variety of foods and adopt healthy eating habits. Children prepare fruit for snacks and help to clean and organise tables, chairs and utensils. Staff have a good understanding of promoting children's safety at such times. They supervise children well, letting them take acceptable levels of risk. Meal times are fun and relaxed and children choose who they wish to sit with. Older children enjoy serving themselves at lunch, and eagerly return for a second helping. Children are competent at managing their personal needs relative to their ages. Parents comment that staff prepare children well for their next developmental stage.

Children behave very well; they are sociable and interact positively and cooperatively with each other and adults, showing their self-assurance. This is because staff are good role models who offer children consistent explanations and lots of praise. Children play alongside their friends for sustained amounts of time, demonstrating a strong sense of friendship. They learn to respect and tolerate each other's differences through a range of resources, discussions and celebrations of different cultures. Children are able to move around freely and have access to secure outside spaces, using equipment to promote their physical development. All children play energetically balancing, climbing and sliding, on a large range of climbing equipment in the soft playroom.

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

The owner and manager have a good understanding of their responsibility to make sure they meet the safeguarding and welfare requirements. All staff understand the safeguarding policy and procedures, and receive up-to-date training. They describe safeguarding procedures competently and know the action to take if they are worried about a child's welfare. The manager records information about staff qualifications and the identity checks and vetting processes. Staff receive good induction training to help them understand their roles and responsibilities. Effective supervision provides support, coaching and training for staff and they have good opportunity to discuss concerns about children's development or well-being. Regular staff appraisals identify any training needs, and secure opportunities for continued professional development. For example, staff recently attended training on different theories and concepts regarding the behaviour and

development of children.

An effective key person system helps to meet each child's needs. Parents report they build a strong relationship with their child's key person. The owner meets the requirements for staffing ratios and the deployment of staff is good. This means that children stay in sight and hearing of staff to promote their welfare and safety. The nursery provides healthy, balanced and nutritious meals, snacks and drinks. Parents report that staff record and act on information about children's dietary needs. There is a clear and well-understood policy, and procedure, for assessing any risks to children's safety, and staff review risk assessments regularly. Staff obtain written parental permission for children to take part in outings. They assess hazards identifying the steps to take to minimise and manage those risks. Staff include consideration of adult to child ratios in these assessments. The nursery makes details of all policies and procedures accessible to parents. Staff regularly monitor and review their practice. There are clearly identified strengths and areas for improvement, and precise targets are set. Self-evaluation is strong. For example, staff study their own experiences of all areas of learning to improve the way they work. Parents report feeling involved, for example, by collecting natural resources when walking in woodland or on the beach to add to the nursery resources. The manager works collaboratively with the local authority workers to monitor and support the nursery. Partnerships with parents are good due to a range of communication methods that keep parents informed of their child's progress.

The owner and manager have a good understanding of their responsibility to make sure the learning and development requirements are covered. There is a broad range of experiences and activities to help children progress in their learning and development. Staff consider the individual needs, interests, and stage of development of each child. The manager monitors the educational programme consistently. Staff consider whether children have a special educational need, which requires specialist support. They link with, and help families access, relevant services from other agencies as appropriate, which promotes children's needs well. The management and staff have addressed the recommendation from the previous inspection effectively. This has had a very positive impact on the effectiveness of observations, planning and monitoring systems. Parents talk highly of the help they have received from the setting in supporting their child's individual learning needs.

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	106956
Local authority	Bristol City
Inspection number	901678

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	52
Name of provider	Meryl Malyckyj
Date of previous inspection	10/12/2010
Telephone number	0117 9393398

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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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