

Fledgelings Day Nursery (Romford)

Fledgelings Day Nursery, 61 Eastern Road, ROMFORD, RM1 3PB

Inspection date	12/02/2013
Previous inspection date	09/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Due to the caring and responsive nature of the staff, young children settle well and develop emotionally secure attachments with their key person.
- Staff provided a broad range of activities and opportunities so children make good progress in all areas of learning.
- Children are keen and active learners because they are well supported by staff who understand how children learn through play.
- Staff skilfully manage room changes within the nursery and moves to school sensitively, so children make such moves without distress.
- Management have worked hard since the last inspection to make improvements for the benefit of the children. There is a strong capacity to maintain continuous improvements.

It is not yet outstanding because

- Staff do not plan for the youngest children to access outdoor learning every day.
- More able children are not always encouraged to develop their independence skills at meal times.

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 staff and child interactions in all playrooms.
- The inspector spoke to some parents and took account of their views of the nursery.
- The inspector undertook a joint observation with the manager.
- The inspector looked at a selection of documentation, including evidence of staff suitability and qualifications; key policies to support the safety of the children.
- The inspector looked at a selection of children's learning and development records.

Inspector

Sharron Fogarty

Full Report

Information about the setting

Fledglings Day Nursery (Romford) is one of two day nurseries privately owned by a private limited company. It registered in 2007 and operates from a self-contained converted house in Romford, in the London Borough of Havering. Children have access to an enclosed outdoor play area. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both part the compulsory and voluntary parts of the Childcare Register. There are currently 77 children

on roll who are all in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. It is in receipt of funding for the provision of free early education for children ages two, three and four-years. Seventeen staff are employed on a part-time basis. All staff working directly with the children, including the manager, hold appropriate early years childcare qualifications.

What the setting needs to do to improve further

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

- maximise outdoor play opportunities for children under the age of two years by planning daily access to the garden
- review the organisation of meal times to give greater opportunities for older children to become independent by pouring their own drinks and serving their own food.

Inspection judgements

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

Children make good progress relative to their starting points. Staff are well qualified and have a good understanding of how children learn through play. The educational programme effectively covers the seven required areas of learning and is planned for according to the stages of children's development. The appropriate focus on the prime areas of learning means staff are laying secure foundations for children's future learning and development. Planning is flexible; it is based on children's next steps in learning and centres on their interests. Observations and assessment are based on the outcomes in the Development Matters in the Early Years Foundation Stage. Staff are able to effectively complete a profile on children between two and three years. Staff thoughtfully document children's learning using photographs of previous activities adorned on the walls and in special books. These illustrate that children take part in a wide range of interesting activities, which children take immense pleasure in looking at, recalling and discussing what they can see.

Children of all ages show a keen interest in books. This is because staff pay particular attention to developing children's natural curiosity of stories and rhymes, thus promoting children's early reading and communications skills well. Older children eagerly gather round and listen to a story that is read well by the member of staff. Children are familiar

with the book and enjoy joining in and finishing the end phrases. Younger children return from their regular visit to the local library and older children excitedly ask what books they have brought back to share. There are labels and written captions placed by staff around the nursery so children begin to see print carries a meaning. Children learn that they are part of the wider community and word through celebrating national events, such as the Queens Jubilee and the Olympics. Staff seize on such opportunities to provide children with meaningful learning. For example, the children wrote and posted a birthday celebration card to Buckingham Palace and they take great pleasure in showing visitors the Queens 'thank you' letter, displayed in the nursery.

Babies demonstrate their growing communication skills as they babble away, point and use simple sign language to make their meaning understood. They thoroughly enjoy exploring creatively as they inquisitively use paint to cover their hands and delight in making marks with them on paper. Staff in the baby room plenty of experience and are adept at supporting learning through play. They demonstrate positive, sensitive interaction. Space is organised well to enable babies to roll, crawl and to practise their newly acquired walking skills. Child height storage further enhances opportunities for them to develop self-help skills. Children in the downstairs playroom benefit from direct access to a well-equipped outside garden on a daily basis, thus developing their physical skills as they run, climb and kick balls. Staff also use the garden to teach children about healthy eating, by involving them in growing vegetables and turning the role play area into a green-grocers shop. However, opportunities for the youngest children to go outside and get fresh air is not consistent enough, as staff do not plan for daily access to outdoor learning for this age group.

A good variety of activities are planned to enhance children readiness for school. Children are now counting and recognising numerals confidently during small group activities. Early writing skills are developing well as they proudly write their names on their own art creations, and they have good opportunities to learn about information technology. Children independently access the computer; adeptly controlling the mouse when using educational software.

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

Children's sense of well-being is effectively supported by the caring, long-standing staff team who provide a nurturing environment. The Key person is embedded and helps children to form secure attachments and receive consistent and supportive care. Parents are made aware of the role of the key person, who spends time getting to know the children and their family. Good information is gathered before the child starts and settling sessions are organised to suit each individual child's needs. Staff are aware of the children's interests, likes and dislikes. Therefore, the move from home is smooth and children settle into their new environment quickly.

Staff interaction with the children is positive. They are supportive yet unobtrusive, allowing children to work and play without dominating them. Children gain a strong sense of belonging as photographs of close family members and other special people to them are

displayed at their height. Staff are good role models and provide clear guidance to children as to what is acceptable behaviour. Children's effort and achievements, both at home and in nursery, are celebrated following the introduction of a 'wow' board. As a result children behaviour is good and they feel valued. Children have opportunities to learn about road safety when staff take them on walks in the local environment. Visits from key people in the community, such as the Fire Brigade, further aids children's understanding of how to keep safe.

Children throughout the nursery are encouraged to be independent in most activities and develop a 'can do' or 'have a go' attitude, for example when they put their coats on to go outside or when attempting a more difficult puzzle. They confidently use the bathroom and are able to take care of their own personal needs appropriate to their stage of development. However, children that are more able are not always encouraged to develop their independence skills by helping to serve their own food or pouring their own drinks at during meal times.

Staff are aware that moving to another room may temporarily affect children's confidence. Therefore, good attention has been given to make sure this process is managed well. Parents and children are given opportunities to get to know their new play environment and carers. This attention to moves continues when children move to school. Teachers from the surrounding schools are invited to come into nursery and meet the children and staff to discuss their learning and development. Consequently, children feel a continuous sense of security.

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

The management and staff team and have a clear understanding about their responsibility in protecting children from harm. There is a trained designated children protection officer in the nursery who coordinates any concerns from staff with relevant authorities. Children are cared for by staff who have completed appropriate safety checks and a robust recruitment process. Established staff are part of the mentoring for new members of staff, students and those on apprenticeships scheme. A well-organised range of security measures, risk assessments and policy documentation is in place to make sure the nursery is as safe as possible for children to play in.

Parents are provided with a wide range of information about their child's development and have opportunities to share in their children's learning. For example, through regular open evenings where staff discuss their child's progress and their next steps in learning. A monthly newsletter informs parents about activities and events and provides them with information relating to the changing needs of their children. The parent questionnaire has enabled the setting to review their practice and make improvements taking into account the parents comments, so they feel involved in the day-to-day management of the nursery.

The management and staff team are motivated, interested and committed to providing

good quality care and education for all children. This commitment is reflected through regular staff training and team meetings, which promotes a culture of continuous improvement. Staff are supported to gain further qualifications and the manager acts as a good role model as she is studying for her foundation degree in early childhood. Good systems are in place to monitor the quality of the provision on offer to the children. For example, the recent focus on promoting boy's learning resulted in staff providing a variety of large equipment outside which children can use in a variety of ways to create their own environment, such as making dens. The staff team have worked hard to address the weakness identified at the last inspection. There is a clear improvement plan that supports children's achievements and builds on the strengths of the nursery.

Management have established positive links with the local authority advisers and area special educational needs coordinator and are proactive to seek advice and support, ensuring all children reach their full potential.

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	EY349789
Local authority	Havering
Inspection number	901861
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	41
Number of children on roll	77
Name of provider	Maxvale Limited
Date of previous inspection	09/02/2010
Telephone number	01708 757 461

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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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Piccadilly Gate
Store St
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