

# Fledglings Education and Childcare

Fledglings Ltd, 2 Hazelfields, Worsley, Manchester, M28 2LS

<b>Inspection date</b>	13/09/2013
Previous inspection date	25/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Children make rapid progress in their learning because educational programmes are stimulating, take account of children's interests, and provide them with challenges that help them to attain the next steps in their development.
- Rigorous tracking and assessment means children's progress is closely scrutinised and any gaps in learning are targeted. As a result, early intervention is timely and effective.
- Support during transition to school is enhanced because of the very good relationships with the local school. As a result, when children are ready to move on they are familiar with routines, are confident and self-assured
- A robust programme of professional development ensures practitioners improve their skills. This means they can support children in making strong progress towards the early learning goals.

### It is not yet outstanding because

- On occasions, children use their dummies while they are happily playing and this sometimes hinders their attempts at communication through spoken language.
- In some instances, opportunities for children to share details of their learning experiences are overlooked. As a result, their knowledge and ideas are not explored in as much detail as they could be.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's activities in the main playrooms and the outdoor environment.
- The inspector talked to the registered person, managers, staff, key persons and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments and evidence of the suitability of staff.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

## Inspector

Nicola Dickinson

## Full Report

### Information about the setting

Fledglings Day Nursery was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Hazelfields area of Worsley, and is managed by Fledglings Limited. The nursery serves the local area and is accessible to all children. It operates from seven rooms and there is an enclosed area available for outdoor play.

The nursery employs 40 members of childcare staff. Of these, 36 hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday all year round, excluding bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 200 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- promote children's attempts at communication through spoken language more effectively, by discouraging them from using their dummy during their play
- extend opportunities to engage children in discussion so that their ideas and knowledge can be fully explored and they can share their learning experiences in more detail.

### Inspection judgements

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

Practitioners in the nursery have a detailed knowledge of the Early Years Foundation Stage. The nursery is welcoming and lively, with a wide range of well-planned, interesting activities, both outside and indoors. For example, children grow their own fruit in the outdoor area. Outside agencies, such as a football coach and a dance teacher, provide opportunities for children to develop new skills. Children in the pre-school age group also enjoy regular swimming lessons and this support their physical development. The nursery

works closely with the other nurseries in the Fledglings Group, to plan educational programmes that prepare children for moving on to school. As a result, adult-led activities for older children are structured to focus on the specific areas of learning, such as early reading and writing skills. Children's communication and language skills are promoted by practitioners through lively story times, everyday discussions and song and rhyme sessions. The nursery works in partnership with speech and language therapists to support language development with children who have difficulty communicating through spoken language. On occasions, the youngest children use their dummies when they are happily playing and this sometimes hinders their attempts at communication through spoken language. Nevertheless, children demonstrate very good communication skills. Development and assessment records show that children make rapid progress from their starting points, across the prime areas of learning.

Learning records are available for parents to view and regular discussions with key persons keep them informed about how their child is meeting the expected milestones for their age. Parents feel they are kept very well informed about their children's progress through daily discussions and regular parent evenings. Age-appropriate activities, such as early phonics, are shared with them, to help prepare their children for the move to school. The lending library enables parents to borrow children's favourite books. This supports the link between children's learning in the nursery and their learning at home. The nursery is piloting an interactive system for sharing information about children's progress with parents, so they know which areas of learning children are being focused on. Parents who use it find it to be helpful and informative. Parents are very positive about the learning experiences provided by the nursery. They comment that, 'Children learn through fun activities', 'Everything is well thought out', and 'Activities are very inventive'. The nursery has robust partnerships in place with the local primary schools. Teachers visit children in the nursery and this ensures they receive high levels of support and are very well prepared when the times comes for them to move on. Detailed assessments ensure information shared about children's learning is accurate and precise. The required progress checks at age two have been completed and shared with all relevant partners.

The nursery obtains information about children's interests, next steps and their starting points, from their parents. This is regularly updated through discussions with parents and the use of 'Wow boards', where both children and parents can add information. Parents are encouraged to complete home observations to share their children's learning experiences. This sharing of information enables practitioners to plan educational programmes that are tailored to target the needs of each child and focus on the skills they have already acquired. As a result, children are presented with adult-led activities that challenge their thinking, such as nature walks and trips to the local farm. Parents are invited into the nursery for 'stay and play' sessions, where they can share their children's learning and contribute to planning. This helps them to understand how high quality teaching supports their children to make strong progress towards the early learning goals. During group discussions children are encouraged to share their news from home. In some instances, opportunities for them to share details of their learning experiences are overlooked. This means, on occasions, they are not fully supported in exploring their knowledge and ideas in as much detail as they could be.

Detailed observations and assessments provide a comprehensive record of children's

progress. Information about gaps in children's learning is shared with the local authority and this helps them to identify where children might need extra support when they move on to school. Key persons have a very good understanding of where each child is in their development. This ensures children are provided with focused and developmentally appropriate educational programmes that offer them challenge and enhance their learning experiences, because they reflect their preferences for learning. For example, babies and toddlers enjoy a variety of sensory experiences, such as playing with crispy rice and painting.

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

Short settling-in sessions help to smooth transition, providing some continuity in children's care. A robust key person system ensures children develop secure attachments early in their care and receive consistently high levels of support. The nursery employs a number of mature members of staff and parents comment that this is a strong feature of the nursery because their experience, 'gives them reassurance'. Children with special educational needs and/or disabilities receive additional support where necessary and this ensures their needs are met at all times. The support children receive to prepare them for transition into school is very good. Their daily routines, such as wearing a uniform and group time, reflect those they will experience in school. Early Years Foundation Stage teachers from the local schools visit them in the nursery and this means they have a familiar adult when the time comes for them to move on. As a result, children from the nursery are very well prepared for their move to school. The out-of-school club provided by the nursery means children who attend the club enjoy continuity in their care once they have moved on to full-time school.

Children enjoy a wide variety of healthy snacks and benefit from a wide range of home-cooked nutritious meals. Menus are shared with parents and they comment that they are very happy with the standard of the meals provided. Children learn good personal hygiene through practical routines, including brushing their teeth after meals. Even the youngest children are taught to be independent in dressing themselves. This means they are skilled in meeting their own self-care needs when they move on to the local school. The outdoor environment is used exceptionally well to support children's physical development and overall well-being. Children enjoy outdoor play in all weathers, playing in the beach area, digging in mud and splashing in puddles. The youngest children sleep outside in the fresh air. The heated outdoor classroom provides a warm area where all children can rest on soft cushions or participate in quiet activities. The nursery has recently been awarded a 'We're well fed award', and a 'Clean nursery award', in recognition of the high standard of service they provide.

Children in the nursery show they are very happy and content. They are confident around visitors and are keen to share their learning experiences. For example, they share their knowledge about the wide range of pets they have, including hamsters, snails and fish. A varied selection of resources, such as early writing materials, water and sand play, and small climbing equipment, ensure all children can participate to the best of their ability. Children's safety is given high priority without restricting their independent exploration

because practitioners are vigilant, ensuring children are supervised well and kept safe. Children are encouraged to risk assess for themselves and are developing a good understanding of how to keep themselves safe. For example, they learn to negotiate the climbing ramp safely using the rope.

Children are learning to tolerate each other's differences and consider each other's needs. Through everyday routines, such as serving food at lunchtime and group activities, children are learning to negotiate, share and listen to each other. This is demonstrated through the strong relationships they are developing both with staff and each other. They develop their understanding of equality and diversity through every day discussions and a wide range of resources and activities. Children with special educational needs and/or disabilities are fully included in the setting and through effective teaching, children begin to understand the needs of others. This is helping to prepare them for the larger social environment they will experience in school.

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

The management team have a comprehensive knowledge of the learning and development requirements. They work closely with the other nurseries in the Fledglings Group and the local authority, to ensure educational programmes target the needs of all children. Implementation of planned learning is evaluated and practitioners carefully monitor children's experiences to ensure they offer them challenge. This helps them to continue to make swift progress across all areas of learning and development. Through regular staff appraisals and observing staff in practice, ongoing evaluation of staff performance is accurate. This means training programmes are targeted to tackle any underperformance.

Through team meetings, development plans are devised that show a record of areas identified for improvement. Action is taken to address any weakness, such as developing ways in which all parents can contribute to their children's learning. To ensure high standards are maintained, all users of the nursery are actively involved in the evaluation of the provision and their views taken into account. For example, the nursery works with local authority advisors to improve children's communication and language skills through early talking strategies. The manager shares the nursery's policies and procedures with parents so they are clear about the service the nursery provides.

Practitioners in the nursery have a detailed knowledge of safeguarding issues and children's safety is given high priority. Practitioners demonstrate they understand their responsibilities for ensuring children are kept safe at all times and clear whistle-blowing procedures are in place. Robust recruitment procedures make certain that practitioners are suitable to work with children. Staff rotas and a register of the children's attendance, including when they arrive and leave, document that appropriate ratios are in place at all times. The managers are aware of their responsibility for reporting incidents and records of any complaints are kept. Daily checks ensure the environment is safe and suitable for children. Accidents and incidents are monitored to highlight any areas or practices that

might need improvement. Detailed risk assessments are in place and reviewed regularly. The majority of practitioners hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child in the nursery's care.

### **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 action. 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

<b>Unique reference number</b>	307497
<b>Local authority</b>	Salford
<b>Inspection number</b>	909592
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	120
<b>Number of children on roll</b>	200
<b>Name of provider</b>	Fledglings Ltd
<b>Date of previous inspection</b>	25/10/2011
<b>Telephone number</b>	0161 281 2821

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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, which are usually the childminder's 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  
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