

Fledglings Education and Childcare

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

Inspection date	25/11/2013
Previous inspection date	13/09/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have very high expectations and a highly robust knowledge of child development. Every opportunity is used to develop children's communication and language skills to the full so children are confident and excellent communicators.
- Partnerships with parents and carers are outstanding. Highly successful ways to involve parents in their child's learning enable planning of activities to be perfectly matched to meet children's interests and needs.
- Expert care is given to meeting children's individual care and learning needs because all staff are very vigilant and respect the uniqueness of every child.
- Children demonstrate excellent self-assurance, confidence and independence in tasks. This is because staff offer challenging activities so children take measured risks in their play.
- The learning environment, especially in the outdoor area, is outstanding. The range of equipment is excellent and of high quality which inspires children's creativity and physical skills very well.
- Assessment is meticulous and is carefully monitored by leaders to ensure quality is high across the nursery. As a result, staff are up-to-date with children's progress and have an excellent understanding of how to extend children's learning.
- Professional development and training opportunities for staff are excellent and have impacted very positively on the staff and children.

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 activities in all of the rooms and in the outside area.
The inspector checked evidence of suitability of staff working with the children and
- looked at induction and staff training procedures. The inspector also looked at policies and children's records.
- The inspector spoke to the manager, the owner and staff in the nursery.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of children, two parents and one grandparent, spoken to on the day.

Inspector

Emily Wheeldon

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 Ltd. The nursery serves the local and wider 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 41 members of childcare staff. Of these, 27 hold an early years qualification at level 3 or above. Seven hold early years qualifications at level 2.

The nursery opens from Monday to Friday from 7.30am to 6pm all year round, excluding bank holidays. Children attend for a variety of sessions. There are currently 209 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the existing high quality teaching and learning further by taking every opportunity to involve children in the thinking process during problem-solving tasks and use open-ended and challenging questioning techniques so that children are excellent critical thinkers.

Inspection judgements

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

Dedicated and passionate staff have the highest expectations and an excellent understanding of how to engage with children and meet their needs. Robust observations, planning and assessments are of high quality and finely tuned to meet children's changing interests. These are very well-endorsed by parental contributions about their child's learning at home. For example, 'wow' moments are captured about special achievements at home and parents contribute to observation files. Parents write, for instance, 'my son saw a tractor today in a story book and said 'tractor'. We have not heard him say that word before.' As a result, activities are perfectly matched to children's interests and children make excellent progress given their starting points. High emphasis is put on learning through play, having great fun and laying down very solid foundations for early learning. Excellent support is given to developing and extending children's communication and language skills from an early age. Staff regularly assess children's language skills using the 'Every child a talker' programme and monitor language development over time.

Any child who is falling behind in their language development is quickly identified and referrals are made to outside agencies. Older babies confidently have a go at babbling and vocalising what they want to say at dinner time. For example, they say, 'Got no bib on!'

High quality teaching and learning is demonstrated consistently across the nursery. Staff plan an extensive range of exciting and challenging activities which motivates children and really captures their interests. For example, toddlers enthusiastically explore the properties of cornflour and water mixed together. They watch in amazement as the mixture drips off their wrists. Staff incorporate mathematical concepts extremely well into messy play, such as teaching toddlers about shapes by hiding shapes in the mixture. Staff say, 'what shape is this? Can you find any more? Why not take a look? How many can you see?' Children confidently say, 'star', and count successfully to three out loud. High quality interactions between staff and babies mean that babies receive excellent standards of care in their learning. Staff allow babies time and space to discover how objects work and the sounds they make when banged together. Staff are very experienced and have a first rate understanding about child development. They instinctively know when it is appropriate to intervene and when to allow babies to try things out themselves. For example, when babies attempt to take their first steps, they offer a gentle guiding hand. They then see if they can try to walk independently. This means that babies soon become highly independent.

Children demonstrate highly effective characteristics of learning. For example, staff fully understand the importance of children discovering solutions to problems through play. Very successful learning opportunities to develop motor control are seen in the outside area. For instance, children are enthralled in their play as they watch water pouring out of different types of taps by turning them with their hands. Inspiring activities, such as rolling coloured balls down a series of pieces of plastic guttering, enable children to make up their own games. Children watch in awe as the balls shoot off course and wonder why that is happening. Skilful staff, ask questions, such as 'what happened?' to encourage children to think about why the balls were shooting off the end of the guttering. Staff are considering ways to further encourage children to be skilled critical thinkers in all activities in order for children to work out problems by themselves. Children are extremely well-prepared for their next stage in their learning. For instance, toddlers and pre-school children learn letter sounds and learn to write their names. They have a wealth of opportunities to develop their skills on programmable toys. Pre-school age children wear uniform so they get used to wearing it prior to going to school. They are highly skilled at counting and typically count beyond 20, can hear initial sounds in words, and demonstrate excellent concentration levels.

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

Staff treat all children as unique individuals and give expert care and attention to meeting their care and learning needs. Parents comment extremely positively about how happy their children feel in the nursery. For example, they say, 'we feel comfortable with all of the members of staff. They have an excellent knowledge about how children learn and communication between staff is excellent offering great consistency of care.' Partnerships

with parents is a key strength of the nursery. Home visits are offered at the start and staff gather a wealth of information about children's starting points with parents. As a result, they have an excellent picture of the children. Staff also speak to parents to ascertain children's interests and home routines so they can be mirrored in the nursery. Transitions within the nursery and when children go to school, are extremely well-organised. For example, key persons regularly speak to one another and share information relating to their key children. Teachers from local schools, arrange visits in the nursery to meet the children so children are familiar with faces before they start school. As a result, children settle very quickly. Staff go the extra mile to make children feel comfortable. For instance, they make adaptations, such as placing a pillow underneath a child's head because they have a cough at rest times. This is because staff really care about the welfare of the children and want them to feel relaxed in their environment. Sleeping arrangements in the baby room are very well-organised and coincide very well with parental requests, such as preferences for putting their baby to sleep in a cot or a pram. The nursery has additional cots and sleeping mats to meet the needs of all babies. A key person system is deeply embedded in the nursery so all children feel extremely safe and emotionally secure. This is demonstrated by the delightful gummy smiles from babies in anticipation of singing songs with staff and engaging in games of peek-a-boo.

The learning environment, particularly outside, is inspirational. Children love to play and explore. They relish the challenges of pulling themselves up ramps using ropes or spinning and twirling their bodies on pulleys. A vast range of areas are imaginatively organised to allow children to be imaginative and find out about living plants and animals. Pre-school age children delight in going on weekly forest school activities, hence learning about habitats and team-building games in a natural environment. Staff offer challenging and exciting activities so that children are really pushed to reach their full potential. For example, children are encouraged to take measured risks by jumping off stone steps from varying heights. This means that children are extremely well-prepared for their next stage of learning. Staff are highly vigilant and all areas are risk assessed thoroughly. Children have an excellent sense of danger and know how to keep themselves safe. They know, for example, that they must be careful about running between large pieces of equipment in the outside area. In the baby room, staff supervise children very well and ensure that the more mobile babies use equipment carefully so that young babies are kept very safe. A partition is in place in the room so that less mobile babies have quiet times and are not distracted by more mobile babies. Children are exceptionally well-behaved and are very confident. This is because staff encourage children to be assertive and independent from a very early age. Staff are very positive role models to children and praise children when they have tried their best. Excellent examples of children's high independence skills include babies feeding themselves with spoons and pre-school children making their own snacks.

Hygiene procedures are excellent and staff wear plastic gloves and aprons when changing children and serving food. All children are reminded to wash their hands prior to eating and after using the toilet. Dummies are stored in individual pots and sterilised to minimise risk of infection. Care routine information is recorded and shared with parents very well. For example, babies are checked every 15 minutes and their breathing is monitored so babies are exceptionally well cared for. Children are served highly nutritious food and

snacks so they are fit and healthy. The nursery has excellent links with outside agencies if children with special educational needs and/or disabilities require additional support. Parents are regularly updated about their child's progress and transition review meetings are arranged in advance to ensure transitions are smooth when children enter school. Inspirational methods to share children's learning with parents include staff recording observations in the nursery class electronically. This means parents can access information about their child's learning through daily discussions and also via the internet if they do not have a chance to speak to staff at the end of the day.

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

Arrangements for safeguarding children within the nursery are excellent. All staff are stringently checked regarding their suitability to work with children and robust induction procedures are in place. Safeguarding policies and procedures are implemented well and are known and understood by staff. All staff have an excellent knowledge and understanding of the potential signs and symptoms of abuse and are alert to changes in behaviour. High regard is given to recording accidents, incidents and administration of medicines and parents are kept well-informed. Risk assessments are very thorough for all areas used by children and staff are always vigilant and supervise children at all times. As a result, all children are extremely well-protected.

Leaders have a superb overview of children's needs because observation and assessment systems are highly effective in informing staff's planning. Cohort tracking sheets clearly highlight any gaps in learning and leaders know exactly where to enhance the curriculum. The staff team are very well-organised with clear roles and responsibilities in place which ensures the excellent and smooth running of the nursery. Team leaders are very experienced and demonstrate outstanding knowledge about what high quality observations and assessment should look like. Together with the manager, they monitor staff practice and oversee staff and children's files to ensure quality is very high. As a result, assessment is very precise and highly accurate. Staff are continually looking at ways to develop practice and are passionate about delivering a high quality service. Particularly noteworthy is the quality of training delivered to staff which is organised by a training co-ordinator. This means that all staff performance is regularly reviewed and they are kept up-to-date with early educational issues. A large majority of staff are qualified to level 3 or over and more experienced staff act as very positive role models to the rest of the staff team. Induction procedures are extremely robust and team leaders carry out stringent checks with new staff so they are very familiar with policies and procedures. Having a large proportion of staff with level 3 qualifications has a very positive impact on the high quality provision provided. Views of parents and children are fully incorporated in order to drive improvement and meet their needs. For instance, staff gather views via questionnaires and daily discussions. The nursery has met their previous recommendations from their last inspection very swiftly. For example, staff now ensure young children do not have dummies in their mouths, except for settling them, to promote communication skills more effectively. Staff also involve children more in discussions,

especially at group discussion times, so their ideas can be fully explored.

Partnerships with parents are excellent. They are kept informed about their child's progress on a daily basis via discussions and in diaries. Very effective methods to inform parents about the Early Years Foundation Stage include wall displays and leaflets when children first start. Information and key tips to improve children's language and communication skills are also displayed and written on laminated cards for parents to take home. This further supports children's learning. Partnerships with schools are firmly embedded and mean that all children receive excellent continuity of 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	307497
Local authority	Salford
Inspection number	942217
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	120
Number of children on roll	209
Name of provider	Fledglings Ltd
Date of previous inspection	13/09/2013
Telephone number	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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