

Fledglings Day Nursery

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

Inspection date

13/11/2013

Previous inspection date

04/02/2013

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

- Children participate in an extensive range of activities that are appropriate to their development and that support their progress in all areas of learning.
- Highly supportive relationships exist between parents and staff that are beneficial to children's learning and development.
- The highly effective key person system promotes consistently high standards of care for children that supports their wellbeing.
- Moves between the baby unit and the preschool area are extremely well supported and enable children to confidently move onto the next stage of their learning.

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 engaged in both indoor and outdoor activities.
- The inspector and the manager carried out and discussed a joint observation on a member of staff.
- A sample of policies, planning documentation and children's assessment records were scrutinised by the inspector.
- The inspector spoke to parents to record their views on the provision.
- The inspector held meetings with the manager and with other members of staff.

Inspector

Heather Bridge

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 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 16 staff employed to work with the children. Of these, two staff have an early years qualifications at level 2 and 15 hold an early years qualification at level 3. One member of staff has an early years qualification at level 4. The nursery receives support from the local authority. The staff are working towards the Bristol Standard quality assurance award.

What the setting needs to do to improve further

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

- enhance children's free access to creative materials to further promote their emerging writing skills.

Inspection judgements

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

Staff make an extensive range of indoor and outdoor activities available to all children that provide them with abundant experiences in support of their learning and development. Exceptional efforts are made by staff to organise activities in designated rooms so that children move freely between rooms and have unlimited choices in their play. For example, babies get into the sand pit in the "messy room" on the first floor and older children have access to the enriching technology-based activities in the "snug room" on the ground floor. Staff enable children to use a vast array of resources that enable them to develop imaginative ideas in play. However, a few resources, for example those that support children's creative play and free writing are sometimes harder for children to access. As a result, staff do not encourage all possible opportunities for children to develop their free writing skills.

Inspiring opportunities exist that nurture all children's learning. The kind, warm and long-established staff team promote reassurance among children that enables them to be curious and grow in confidence. Staff use stimulating communication and language opportunities that enable children to use rich vocabulary. For example children sing songs

to explore rhyme and describe that honey "looks just like oil". There are extremely good physical development facilities that enable children to develop their small and large muscles. Babies develop their coordination as they put large wooden pegs into holes and older children use their whole bodies as they move in the indoor soft play room. There are opportunities for children to develop their literacy skills through using story bags that support children to use new vocabulary and story plots in their play. Staff make plenty of writing materials available to all children to draw and paint. Staff support children's awareness of mathematics well as babies play with shape-sorters and as older children weigh out ingredients during cooking sessions. Exciting visits into the community, for example visiting a Christmas tree farm, provide children with highly engaging opportunities to understand the world around them. Recently developed opportunities to plant flowers and vegetables have enabled children to explore how plants grow. Babies and older children's creativity is thoroughly supported by a vast array of materials and tools in the "messy rooms" that enable them to create and express as they choose.

The use of assessment on a daily basis is fully embedded. Staff closely monitor all children's progress, accurately plan the next-steps in their learning and regularly keep parents informed of achievements. For example, observations are placed onto photographs of babies and enable parents to know what their child has experienced that day. Staff respect the diversity among children by nurturing their individual interests and preferences in learning. Staff understanding of child development stages is good and takes full account of children who have particular learning needs. For example, staff use picture cards effectively to help children understand the daily routine and what activity comes next.

Parental involvement is an outstanding feature of the nursery. Parents repeatedly state how the welcoming and flexible attitudes of the staff help them and their children settle. Daily conversations between parents and staff enable a flow of information that is highly beneficial to each child's progress. Communication through the induction pack, questionnaires, the website and the newsletter enables parents to be familiar with all aspects of provision and be able to contribute to it.

There are excellent professional connections between staff in the baby unit and staff in the preschool rooms. These help to ensure that younger children are extensively supported in making smooth moves to the next stage of their learning. There are similarly beneficial professional connections between preschool staff and staff at local primary schools. These help older children and their parents prepare for, and make successful moves to school.

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

The management team and staff team help to ensure that exceptionally strong relationships exist with children and their parents. This creates a partnership that is highly supportive of children's learning and development. The key person system is well-embedded and helps all children and babies in particular feel happy and emotionally safe. The close interaction between key persons and children enables parents to feel at ease

and reassured that their child is fully cared for.

Staff implement a behaviour policy competently to help children learn to behave well. The policy helps children cooperate with others in the nursery and prepares them to be able to mix and make friends when they go on to school. Staff enable children to move between the rooms on their floors and in warmer weather children play indoors and outdoors as they wish. This freedom of movement enables children to gain increasing independence as they explore their environment and use resources imaginatively.

Staff implement a range of highly effective care routines that are supportive of all children's healthy lifestyles. Meticulous attention is paid to hygiene procedures at the nappy changing station and in the toilet. For example, staff wear aprons and plastic gloves and use anti-bacterial wipes to reduce the risk of infection. Staff help older children at the toilet, as is needed, and model hand-washing procedures that help to keep children well. Babies are put to sleep in designated cots when they are tired and are checked on every 10 minutes to ensure their safety. Responsibly, staff supervise sleep times for older children in the soft play room so that they are rested. On a daily basis, fresh snacks, meals and drinks are prepared in the kitchen. This enable children to be well-nourished and to drink enough during the day. Staff support children's self-care skills consistently so that over time they become more independent. For example, staff reinforce children's positive behaviour, encourage children to feed themselves at mealtimes and dress themselves for outdoor play.

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

Staff consistently put the highest emphasis on children's safeguarding and wellbeing while they are in the nursery. The manager provides strong induction, appraisal and in-house training that ensure that staff understand safeguarding and supervision policies and act on requirements appropriately to promote children's safety. Staff implement stringent child protection policies that are designed to minimise accidents in the nursery. Potential hazards are identified on risk assessment forms and in health and safety checks that are displayed in each room, checked and documented on a daily basis to protect children from harm. The manager is highly vigilant in checking and recording staff qualifications and vetting processes that help to ensure that staff are equipped to carry out all of their responsibilities. For example, two staff currently hold paediatric first-aid certificates and know how to administer first-aid if necessary. Staff follow the medicine policy that ensures that medicine is given to children in line with parents' written consent.

Self-evaluation is an extremely strong feature of the nursery that enables staff to evaluate their work and identify areas for improvement that benefit children's experiences. For example, staff have recently undergone professional development in the areas of increasing music in the nursery and improving provision for children with special needs. Staff use highly reflective ways to record their teaching on a video camera and share the video with other staff so that good teaching approaches are spread for the benefit of children's learning.

Highly effective partnerships exist with parents that are beneficial to children and their development. Parents speak very positively about the role the nursery plays in their lives. For example, one parent said how she appreciated the flexibility of the nursery and that it was not regimented. There are many excellent opportunities for parents to be involved at every level of provision that enable parents' views to be included in policy-making and practice. For example, the parents' forum enables parents to contribute to improvement plans and parents who speak other languages record songs in their first language for children to hear and to learn. Highly productive partnerships with other professional agencies provide significant educational, health and social support to children and families as and when it is required.

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	106956
Local authority	Bristol City
Inspection number	918392
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	74
Name of provider	Meryl Malyckyj
Date of previous inspection	04/02/2013
Telephone number	0117 9393398

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

