

Fledglings At The Palace Day Nursery

Bishops Avenue, Fulham, London, SW6 6EA

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|--------------------------|----------------|
| Inspection date | 24/03/2014 |
| Previous inspection date | Not Applicable |

| 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

- Children are happy, motivated to learn and enjoy being at the nursery and this helps to support their progress.
- An effective key person system helps children bond with staff and settle quickly.
- Staff support children's independence well and this helps them prepare for the next stage in their development.
- Staff are respectful and considerate towards children so that children behave well.

It is not yet outstanding because

- Staff do not make full use of resources to support children's literacy.

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 staff and children's interactions in the nursery.
- The inspector looked at children's assessment records and other documentation relating to the nursery.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to the staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Jane Bull

Full report

Information about the setting

Fledglings at the Palace Day Nursery registered in 2013. It is one of a number of settings managed by Childcare and Business Consultancy Services, which is a registered charity. The nursery operates from a single storey building within the grounds of Fulham Palace, next to Bishops Park in the London Borough of Hammersmith and Fulham. There is a large main playroom that is separated into areas for different age groups. A large enclosed garden is available for outdoor play. The nursery is open from 8am to 6pm from Monday to Friday all year round. The nursery makes provision for children who learn or speak English as an additional language, and those with special educational needs and/or disabilities. It is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. There are seven members of staff who regularly work with the children. Six have relevant childcare qualifications including one with Qualified Teacher Status.

What the setting needs to do to improve further

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

- provide further opportunities for children to extend their literacy skills.

Inspection judgements

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

Staff use their good knowledge of how children learn to support children's needs well. They know that children develop at their own rate and plan and provide interesting activities that hold children's attention. Consequently, children are making good progress in their learning and are eager to take part in activities at the nursery. Each child has a learning journey that staff use to record their development and next steps in their learning. This means that staff provide focused activities that target children's specific learning needs. For example, planning to help babies to learn how to move from a sitting position so they can begin to crawl. Staff use observations, photographs and children's work to show children's progress clearly and how they intend to support children's learning further. Staff involve parents in their children's development and regularly share information with them. Parents comment that they are really happy with the daily feedback and diary sheets that they receive from staff. This means that the staff involve parents in their children's learning on an ongoing basis. Staff carry out the progress check for two-year-old children for all children of that age. They share the checks with parents for them to review their children's progress at parents' meetings. This means that staff can identify potential gaps in children's development and parents are very aware of the progress their children are making.

Staff liaise with parents and carers to find out about each child's background and share information when they start at the nursery. Staff record children's comments in the learning journeys and discuss these with parents. This helps staff to support children's learning well. Staff have a good understanding of working with children who are learning or speaking English as an additional language. Staff encourage parents to share information about home languages and key words when their children start at the nursery. This helps to promote children's inclusion.

The nursery provides a good range of activities to cover all areas of learning. Children demonstrate that they learn effectively as they play in the well set up indoor area. Children make shapes out of magnets, which helps them to develop physically and further their mathematical skills as they learn about the names of shapes. Young children have chalks and paints to draw and write on large easels. This helps the development of their early writing skills. Staff talk to children and respond to their questions so they learn the art of conversation and develop their language skills. For example, staff discuss with children how many children are having lunch and which place mats to put out for them. However, staff miss some opportunities to further develop children's literacy, for example, through purposeful signs in the nursery.

Staff ensure that children enjoy a wide variety of activities in the large, enclosed garden and visit the local park. They learn about the natural world from activities, such as digging, weeding and planting vegetables. These support children's physical development and understanding of the world around them.

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

Staff care for children in a spacious, welcoming, and safe environment. There is a calm, relaxed atmosphere throughout the nursery. The effective key person system clearly helps children to feel comfortable and form secure attachments so they develop their emotional well-being and independence. Staff discuss children's individual needs with their parents before they start to look after them. The settling-in procedure is gradual and staff support parents to minimise their own and their children's anxieties. Parents comment that they know their key person, which enables them to have a good point of contact. This helps children to feel confident and secure at the nursery and provides continuity of care.

Staff are respectful to children when they remind them about their behaviour and children know how to behave well when they are playing. For example, children wait for a turn when two of them want to use the wheelbarrow. As a result, children play happily together and share toys. Staff frequently praise children's good behaviour and their being polite and courteous. Staff show a lot of interest in what children do and say and respond to children's comments to help children to develop positive behavioural and social skills. Staff complete regular and thorough risk assessments of the indoor and outdoor areas. These help to promote children's safety as staff identify and minimise potential hazards. Children practise regular fire drills, which staff evaluate afterwards to further support children to learn what to do in an emergency. Staff are able to take appropriate action in the event of an accident as some staff hold paediatric first aid qualifications. Children take

small but safe risks when playing, for example as they balance on wooden boards in the garden. Staff provide suitable challenges to help children extend their understanding of risk and have a well-developed understanding of safe practices.

Staff enable children to learn about a healthy lifestyle through frequent outdoor activities and fresh air in the garden and in the local park, where they have plenty of opportunities to play and learn. Staff follow children's dietary needs well, this means they include all children in activities. The children eat healthy home cooked meals and staff encourage them to try new fruit and vegetables. Mealtimes are sociable occasions when children chat with staff and friends and develop their independence by pouring their own drinks. Staff promote good hygiene procedures by reminding children to wash their hands at relevant times and to use separate paper towels. This approach helps children to understand about good personal hygiene.

Children have access to a wide range of appropriate toys and resources indoors and outdoors. The premises are organised effectively to support children's independence. For example, children's pegs are at a low level so that they can hang up their coats and other belongings independently. Staff organise the nursery so that children know they can initiate their play and help themselves to resources which are well laid out. As a result children can make their own choices as to where and what they would like to play with to develop their confidence and physical well-being.

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

The management demonstrate a clear understanding of their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. The manager and staff work closely with the parents to bring about the best possible outcomes for all the children. There is a good range of policies and procedures to inform parents and to guide staff in their practice. Policies are up to date, reflect changes in legislation and support staff in their practice. Staff supervise children well in all areas of the nursery, maintain ratios and make sure children's individual needs are met. Staff have a good understanding of the safeguarding and welfare requirements, including child protection procedures. They have safeguarding training to support their knowledge and provide a safe environment in which children play and learn. Staff know to report any concerns they may have to the relevant authorities. This means that staff are aware of their role and responsibilities to protect children's welfare and all safeguarding requirements are met effectively.

The management use self-evaluation well to reflect on practice and recognise priorities for improvement. For example, they look at the evening routine to see how they can improve it to make it meet the children's and parents needs more effectively. This shapes the service the nursery offers, promoting good outcomes for children.

Staff recruitment procedures are rigorous and robust to make sure adults caring for children are suitable to do so. Successful induction processes are in place and all new staff

are required to familiarise themselves with the nursery's policies and procedures. The management improve staff performance through appraisals, training opportunities and team meetings. The management regularly assess staff work and look at further training opportunities. This reflects the strength of the leadership and commitment to supporting continual professional development. The management lead a close staff team, who are enthusiastic and work well together. This means that staff are happy in their work and children benefit from consistent support and teaching.

Staff work closely in partnership with the parents and share information about what children have been doing at home. This means there is consistency of care between home and the nursery to support children's progress. Parents are very positive about the care and teaching their children receive at the nursery. They say that they are 'very happy' by the nursery and the flexibility it offers for their children.

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

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|------------------------------------|---|
| Unique reference number | EY467360 |
| Local authority | Hammersmith & Fulham |
| Inspection number | 936276 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 36 |
| Number of children on roll | 34 |
| Name of provider | Childcare and Business Consultancy Services |
| Date of previous inspection | not applicable |
| Telephone number | 02077381958 |

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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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