

The Fledglings at Myerscough

Myerscough College, St. Michaels Road, Bilsborrow, PRESTON, Lancashire, PR3 0RY

Inspection date

19/12/2014

Previous inspection date

25/08/2009

The quality and standards of the early years provision

This inspection:

2

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

- Effective teaching strategies are in place to help children develop, and to support their physical, personal, social and emotional development. As a result, all children make good progress in their learning.
- The key-person system is very well established and fosters very good partnerships with parents, therefore, children form secure attachments and their well-being and independence are further promoted.
- Children with specific needs are particularly well supported as comprehensive plans are in place, which supports them through effective partnerships with parents and other professionals.
- Safeguarding procedures are good. Practitioners effectively support children's understanding of how to keep themselves safe.
- Monitoring by managers ensures that planning and assessments are consistent and precise, to ensure appropriate interventions are sought for children when needed to make good progress across all areas of their learning.

It is not yet outstanding because

- Although the quality of teaching is good, there are occasionally missed opportunities for practitioners to always engage with children to extend their learning even further.
- The deployment of practitioners does not always fully support children's already good behaviour as children occasionally wait too long during routines.

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.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Midgley

Full report

Information about the setting

The Fledglings at Myerscough was registered in 2003 and is on the Early Years Register. It is situated in a purpose built premises on the site of Myerscough College in Bilsborrow area of Preston, and is managed by Ashbridge School Limited. The nursery serves the local area and is accessible to all children. It operates from two main rooms and there are enclosed areas available for outdoor play. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one at level 2 and the manager holds a level 4 qualification. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 78 children attending who are in the early years age group. The nursery receives funding for the provision of 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:

- enhance children's progress even further by ensuring that all opportunities to extend children's learning are maximised, for example, by making better use of meal times and the environment
- review practitioner practice so that children do not wait too long during routines, such as meal times or when preparing to go outside, in order to avoid children becoming restless or distracted at these times.

Inspection judgements

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

The quality of teaching is good. Practitioners provide a diverse range of interesting, stimulating and challenging experiences for children to enjoy both indoors and outside. Children thoroughly enjoy exploring the environment while being supported to try new things. For example, children are encouraged to count the fallen sticks as they climb the ladder into the treehouse. Practitioners ensure that each child feels valued as an individual. Support for children with special educational needs and/or disabilities are consistently highly effective. Excellent teaching strategies are employed to meet children's specific needs and to promote their all-round development. For example, a locally written book is used to support children's understanding of differences and what children are able to do. The story teaches children that a boy who cannot walk can help on the farm if his wheelchair is made into a tractor. All practitioners have high expectations for children and a good understanding of child development, including the prime and specific areas of

learning. They use this knowledge and what they know about children's interests to support them to make good progress. Although, the quality of teaching is good, there is scope to further extend children's learning even more. For example, practitioners do not always involve children in discussions during meal times or while setting the table for lunch or talk about the immediate environment or other relevant topics.

Practitioners use a clear system to observe, monitor and track children's progress through accurate assessments. Children's identified next steps in learning and interests inform planning for their future learning. As a result, children demonstrate the characteristics of effective learning, such as a willingness to investigate and explore new things. This contributes to the good progress children make in the nursery. For example, children choose the story to be read at circle time. Practitioners skilfully allow children to finish sentences and predict what will happen next to their favourite character in the story book. This supports their communication and language development. Children are supported with individual learning opportunities to make good progress in all of the seven areas of learning. Practitioners have a solid, secure understanding of how children learn, and provide a broad range of play opportunities for them. Therefore, children have a wide range of skills to support their future education and are ready for the next stage in their learning when the time comes.

Relationships with parents are very positive and contribute well to meeting all children's needs. Each child has a key person who works effectively with parents to establish their starting points, in order to fully support their learning. Parents speak to their child's key person every day and also exchange information in a communication book or communication sheet. Parents are kept very well informed regarding children's progress as they contribute to learning files and are involved in the assessment process. For example, practitioners involve parents in the progress check for children between the ages of two and three years to identify children's strengths and the areas where children's progress is less than expected. They complete the check in a timely manner so that early intervention can be sought if necessary. Children's learning and development is effectively supported in partnership with their parents. Parents and practitioners enjoy a shared understanding of children's learning and success. For example, parents provide details of Wow moments which are celebrated in nursery. Practitioners effectively support parents in extending children's learning at home as each child's key person provides details of planned next steps in their learning and suggested learning opportunities.

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

Children form secure emotional bonds and attachments by having good settling-in procedures and effective support by their key person. The key-person system ensures that children are happy and enjoy their time at nursery as practitioners find out about their needs, likes and dislikes before they start. They also talk to parents on an ongoing basis to ensure consistent support is offered to children. The strong, supportive and positive relationships with parents, provide maximum benefit to both children and their families. Children are supported to feel emotionally safe and secure because practitioners provide a warm, welcoming environment. As a result, children are happy and make good progress.

Practitioners ensure that each child's medical and dietary needs are known and managed, and all accidents are recorded. Children actively adopt healthy lifestyles. They independently follow good hygiene routines and are reminded of the importance of washing their hands after using the toilet. Children enjoy healthy, nutritious meals, such as a selection of fruit at snack time and turkey roast dinner with a variety of vegetables for lunch. The range of food gives children good opportunities to try new tastes. Children are interested in what they eat because the menu is varied. Children learn how good nutrition supports healthy lifestyles. For example, children tell visitors 'carrots make you strong like Mr Strong'. Practitioners get down to the children's level and calmly communicate their expectations for children's behaviour. The focus is on a positive atmosphere of mutual respect and trust where the practitioners frequently praise children's efforts and achievements. Consequently, children's behaviour is generally good and their self-esteem is supported effectively. However, on occasions young children wait too long and become restless and distracted, for example, some children wait too long at meal times or when waiting to go outside to play.

Children are self-assured and confident. Children competently set the table for lunch, put their own coats on, and older children use the toilet independently. This is because practitioners effectively support children to develop good self-help skills and independence. Therefore, when the time comes, they are able to make a smooth move to other settings, such as school. Practitioners effectively teach children to keep themselves safe. They allow children to take safe risks while exploring the treehouse. For example, practitioners teach children to use the slide safely. Therefore, they learn to manage risk while playing outside.

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

Safeguarding arrangements are good. All practitioners understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. This helps to make sure that children are appropriately protected. Managers are fully aware of their role and responsibilities in delivering the Early Years Foundation Stage. Risk assessments and safety measures are thorough, and as a result, children are cared for in a safe environment. Recruitment and an effective three phased induction procedure are in place and ensures that all those working with children are suitable to do so. Practitioners, trainees, students and volunteers are monitored, coached, mentored and supported effectively. Required documentation and records are well-maintained and reviewed to ensure that they are up to date. They effectively underpin the practice in maintaining children's safety and welfare.

Self-evaluation and improvement plans are good because all practitioners contribute to the process. The managers have high expectations and there is a strong drive to continue to improve this already good nursery. For example, since the last inspection, all actions and recommendations have been fully addressed. The systems for effectively monitoring the provision and outcomes for children through regular quality checks and self-assessment

are now effective. Practitioners undertake a wealth of training, which is carefully selected in order to specifically meet the needs of children. For example, practitioners attended training in relation to the development of children's mathematical skills. Consequently, practitioners support children's development effectively by encouraging them to count and introducing mathematical concepts to their play.

Effective partnerships with parents are well established. Parents' views are actively sought and used to improve the service. Improvement plans take full account of parents' views and are reviewed on a regular basis to further develop the service. Practitioners are committed to working in partnership with other professionals, to fully support children's learning and development. These partnerships are good. For example, specialist teachers regularly visit the nursery and provide guidance and training to equip practitioners to meet children's individual needs. Feedback from parents about the quality of teaching and learning is overwhelmingly positive. For example, parents describe the very good progress their children have made and the excellent support offered by their children's key person.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY275113
Local authority	Lancashire
Inspection number	872774
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	78
Name of provider	Hilary Rose Sharples
Date of previous inspection	25/08/2009
Telephone number	01995 642 148

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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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