

# Fledglings Pre School

Epping Upland CE Primary School, Carters Lane, Epping Green, Epping, Essex, CM16 6QJ



## Inspection date

16 June 2015

Previous inspection date

12 November 2008

| The quality and standards of the early years provision                                 | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend |                      | Good | 2 |
| The contribution of the early years provision to the well-being of children            |                      | Good | 2 |
| The effectiveness of the leadership and management of the early years provision        |                      | Good | 2 |
| The setting <b>meets legal requirements for early years settings</b>                   |                      |      |   |

## Summary of key findings for parents

### This provision is good

- Staff have a good knowledge and delivery of the learning and development requirements. They use an effective observation and assessment process, which identifies children's abilities against the typical expectations for their age. They seek and share some information with parents about children's achievements and progress through sharing learning journeys.
- Close bonds and attachments between the staff and children ensure that they are happy and enjoy their time in the pre-school. Children's growing confidence and good relationships with their key person effectively support their emotional well-being.
- Staff demonstrate a good knowledge and understanding of their individual role and responsibility to protect children and keep them safe from harm. They are familiar with the signs and symptoms of possible harm and the procedure to follow to report any concerns. This is further supported with clear and comprehensive records, which underpin their good practice.
- The pre-school staff have established very good links with the host school. As a result, children are well prepared to move on to full-time school due to regular and planned activities. This enables children to adopt and display the fundamental values they need to be enthusiastic and curious learners.

### It is not yet outstanding because:

- The links between children's learning at home and in the setting are not yet fully supported. Parents and/or carers do not frequently see the children in their classroom and are not always fully informed about what their children have achieved or participated in during the session.

## What the setting needs to do to improve further

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

- provide parents and carers with frequent opportunities to see their children in their classroom, in order for them to have an accurate view of their development and progress, and provide further support for children's learning at home.

### Inspection activities

- The inspector observed activities in the main room and in the outside area.
- The inspector and manager jointly observed children participating in activities and discussed the effectiveness of staff practice.
- The inspector examined a selection of documentation, including evidence of the suitability of staff, policies and procedures and children's information.
- The inspector took into account the views of parents spoken to at the time of the inspection.
- The inspector spoke to some staff and children throughout the inspection.

### Inspector

Susan Parker

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The manager and staff team continue to improve their knowledge of the Early Years Foundation Stage by extending their research and training. This enables them to maintain and deliver good quality teaching for children. The staff regularly observe children and use the information gained to accurately monitor and measure children's progress from their starting points. Children's communication and language is well supported by the staff. They use good techniques, such as open-ended questioning, and they give children the time to think and respond. As a result, children display real confidence and self-esteem in their communication. Children's imagination, ideas and knowledge are challenged during activities. For example, during a chalk drawing activity, children demonstrate that they know that the blue water appears darker in the deep parts and a lighter blue in the shallow parts. They colour the deep parts of the pond a dark blue and the shallower parts are coloured in a light blue. This leads on to small-world play where children decide who lives where in the pond. The moves children make to school are good. For example, they visit their classroom and meet the teachers regularly. As a result, children demonstrate good levels of confidence and are prepared for their next stage of learning.

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

Children arrive happily and are confident and independent. They participate in whole-group activities, such as registration and circle time. This enables them to gain confidence in learning within group situations. Children who are settling in are supported by caring staff, who invite parents into the classroom to give them the time to make their move into pre-school less anxious. However, generally, parents do not enter the classroom except for formal meetings. Parents say that they do not always know what their children have been doing each session. Therefore, there is scope to extend opportunities for parents to see their children in the classroom and to extend their learning at home. Children are able to choose to play indoors or outside in the fresh air when the weather permits. They eagerly participate in physical activities, learning to aim and kick balls, steer and manoeuvre bikes.

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

The manager has an effective system for monitoring the staff and the quality of teaching provided for children. She is currently undertaking a foundation degree, which has a positive impact on the good outcomes for children. All staff are supported in gaining further training and extending their qualifications, which enables them to successfully incorporate new ideas and improve their teaching. The manager has a robust recruitment process, which includes all relevant information and enables her to judge the suitability of staff. Since the last inspection, the manager has established an effective system of self-evaluation process so that it indicates clear targets and supports continuous improvement.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | 650013                         |
| <b>Local authority</b>             | Essex                          |
| <b>Inspection number</b>           | 855630                         |
| <b>Type of provision</b>           | Sessional provision            |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 0 - 17                         |
| <b>Total number of places</b>      | 20                             |
| <b>Number of children on roll</b>  | 41                             |
| <b>Name of provider</b>            | Fledglings Playgroup Committee |
| <b>Date of previous inspection</b> | 12 November 2008               |
| <b>Telephone number</b>            | 007766762024                   |

Fledglings Pre School was registered in 1999. The pre-school employs seven members of childcare staff, three of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am until 11.50am and from 11.50am to 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

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