

Fledglings Nursery School

The Hopkilns, Suckley, Worcester, WR6 5EH



Inspection date

Previous inspection date

14 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Robust recruitment, staff performance and development procedures ensure the provider and staff are well qualified and knowledgeable. They work together effectively to promote children's safety, good health and purposeful learning, during well-managed routines and rewarding activities.
- Babies and children are nurtured and thrive. The provider and staff are kind, attentive and encouraging. They sensitively reassure children so they settle quickly and soon explore their inviting, well resourced, child-friendly surroundings confidently. Children are keen to join in and want to do well because staff encourage their choices, follow up their ideas and praise their efforts.
- There are positive relationships with parents and local schools. These ensure consistency and continuity in meeting children's needs. Staff and parents often discuss and agree ways to follow up children's interests and learning needs at the nursery school and at home. Children start school confidently because they take part in regular exchange visits and shared activities with school pupils.
- Babies and children enjoy rich and varied activities that reflect their interests, abilities and learning needs, offering them different experiences and challenges. They learn Spanish and experience more challenging outdoor activities during Forest School sessions.

It is not yet outstanding because:

- In group discussions, staff do not always give children time to join in or respond to questions, or encourage more confident children to wait their turn before speaking.
- Staff do not give children enough opportunities to use a range of information technology for different purposes, in order to build as fully as possible on their good knowledge and understanding.

What the setting needs to do to improve further

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

- explore additional ways to promote children's turn taking in speaking and to encourage less confident speakers to join in and respond to questions
- create further opportunities for children to select and use a range of information technology for different purposes.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations of activities with the provider, who is also the manager.
- The inspector held a meeting with the provider and spoke to staff and children during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the nursery school and discussed the provider's plans for improvement.
- The inspector took account of parents' views from her discussions with them during the inspection.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

Since registration, the provider has successfully developed the nursery school's provision, taking account of her and the staff's astute evaluations and parents' and children's views. The provider has established an effective team of confident, enthusiastic staff. Together, they have created a vibrant, well-resourced environment for children's care and learning and made really positive links with parents and the nearby school. These measures and effective monitoring of children's progress have enabled the provider and staff to deliver a well-balanced curriculum that promotes children's enjoyment and achievement. Arrangements for safeguarding are effective. The provider and staff attend regular safeguarding training and have a sound knowledge of abuse and neglect. They clearly understand and follow local safeguarding procedures, if they have concerns about a child.

Quality of teaching, learning and assessment is good

The provider and staff accurately assess children's progress and focus their planning and teaching on their interests and next steps for learning. They work with parents and other agencies effectively to provide tailored support and strategies to help children with gaps in their learning to progress well. The provider and staff interact well with children so they enjoy learning and become increasingly expressive speakers. Children are curious and imaginative as they observe, explore and discover how things work and change. When they go to see the hens, children describe their colours, the sounds they make and where they lay their eggs. Children help to collect and count cooking apples, estimating how many are needed for their lunchtime pudding. They work together to make a large track for toy trains and use large wooden blocks to make their own balance beam. Babies eagerly explore shape, colour and texture as they play with interesting materials and toys.

Personal development, behaviour and welfare are good

Babies and children enjoy each other's company and behave well. They know what is expected of them, follow staff's requests and eagerly help with various tasks. Children learn more about their community, especially when they join in activities with local schools. They find out about other peoples' celebrations and jobs. Older children talk knowledgeably about the work of the police as they learn about people who help us. Babies and children are well cared for and are helped to be more independent during personal care routines and mealtimes. Children are active and competently throw, catch and kick balls. Children and staff often discuss different aspects of safety during activities.

Outcomes for children are good

All children make good progress and are well prepared for their future learning, including starting school. They are confident, keen and resourceful learners who show a lively interest in new experiences, such as learning Spanish. Children use expressive language as they describe what they are doing and recall experiences. They eagerly join in songs and rhymes and listen to well-told stories. Babies make marks with their hands, crayons and paints. Older toddlers and children recognise some letters and the sounds they make. They competently count, compare numbers and describe and match colours and shapes.

Setting details

Unique reference number	EY480033
Local authority	Worcestershire
Inspection number	990482
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 3
Total number of places	37
Number of children on roll	17
Name of registered person	Freya Marskell
Registered person unique reference number	RP516850
Date of previous inspection	Not applicable
Telephone number	01886884088

Fledglings Nursery School was registered in 2014. The nursery school employs five members of childcare staff, including the provider who is the manager. The manager holds early years professional status and three staff hold appropriate early years qualifications at level 3. The nursery school opens from Monday to Friday during school term time. Sessions are from 8am until 6pm. The nursery school provides funded early education for two-, three- and four-year-old children. There are close links with the local primary school and another school in Worcester. A parent and toddler group is held at the nursery school once a week.

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