

# Fledglings Pre-School

Upshire Primary Foundation School, Upshire Road, WALTHAM ABBEY, Essex, EN9 3PX



## Inspection date

Previous inspection date

15 September 2016

14 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff regularly reflect on their practice. They are proactive in seeking ways to improve the pre-school for the benefit of children. For example, they have recently opened an additional room, designated for younger children. This has helped them to provide early education for wider groups of children in the community.
- Children benefit from a highly stimulating and well-organised environment, both inside and outside. This is one example of how staff help children to be motivated to learn. Children display high levels of independence as they choose their own activities.
- Children enjoy stories. They have access to a good range of books, both indoors and within the story area of the garden. Staff teach children to understand how stories are structured. Children enjoy using toy animals to act out short stories, changing their voices and facial expressions to display how the characters are feeling.
- The manager evaluates the learning experiences and tracks all children's progress. This helps to identify and narrow any gaps in children's learning. Children who have special educational needs or disability receive swift and targeted intervention. All children make good progress based on their starting points and capabilities.

### It is not yet outstanding because:

- At times, the manager does not make parents aware of the identity of their child's key person early in the settling-in period, in order to support children through the transition from home to pre-school.
- Staff do not always provide opportunities for children to begin to recognise familiar words, such as their own names. At times, children show an interest in making marks on their pictures to represent their names and staff quickly do this for them.

## What the setting needs to do to improve further

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

- enhance the partnership with parents and carers right from the start, in order to more skilfully support children to settle at the pre-school
- provide more opportunities for children to recognise familiar words and to give meaning to the marks they make on their pictures.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children at appropriate times during the inspection.
- The inspector carried out a joint observation and held a meeting with the pre-school manager.
- The inspector looked at children's assessment records and planning documents. A range of other documents, including the safeguarding policy were also seen.
- The inspector checked evidence of suitability and qualifications of staff working with children and also the committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified staff team works very well together and regularly shares new knowledge gained through research and training. For example, all staff have increased their awareness of supporting children who have special educational needs or disability. Parents' views are actively sought and help to inform the pre-school's good self-evaluation and targets for improvement. The arrangements for safeguarding are effective. All staff have a good understanding of child protection issues and know how to report concerns to the relevant agencies. Staff recruitment and induction procedures are in place to ensure that any newly appointed staff are suitable to care for children. New staff quickly understand their role and responsibility and are effectively supported to understand how observations and assessments are carried out. The manager and staff's practice is supported well through regular supervision meetings.

### Quality of teaching, learning and assessment is good

Staff give children time and space to become engaged in learning. Children enjoy imaginative play, both indoors and in the outside environment. Staff support them during play, such as asking them what places they visit as they play in the boat. They ensure children have a wealth of resources to support their learning. Staff routinely observe and assess children's learning. They use their good knowledge and experience to identify children's next steps in learning. Parents talk positively about how staff share information on their child's development with them through the online system and daily discussions. Parents inform key persons of what their children have been doing and learning at home. This is then used to complement the children's learning assessments at pre-school.

### Personal development, behaviour and welfare are good

Children develop warm and close relationships with staff. They are happy and confident to explore their surroundings. Children play well together and are forming strong friendships. They can choose to play outside for the majority of the day. They engage in a wealth of fun activities and enjoy being physically active. Staff provide ample space to allow children to run around and ride bicycles safely. Staff consistently encourage children to be independent. For example, they find their own belongings and use the bathroom by themselves. Children talk about how the staff support them, explaining that 'teachers always make sure we are alright'. Children who speak English as an additional language are effectively supported. Parents provide key words and phrases in children's home languages. Staff use picture cards to help children understand what activities are available to them.

### Outcomes for children are good

Children are making good progress in their learning and development. Some children's mathematical skills are developing exceptionally well. They demonstrate high levels of understanding as they recognise numbers beyond 20. Many children demonstrate good communication and language skills. For example, they describe what words, such as 'fake', mean to children who speak English as an additional language. All children are effectively developing the skills they need for future learning at school.

## Setting details

<b>Unique reference number</b>	EY456189
<b>Local authority</b>	Essex
<b>Inspection number</b>	1066499
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Fledglings Committee
<b>Registered person unique reference number</b>	RP532160
<b>Date of previous inspection</b>	14 May 2013
<b>Telephone number</b>	01992715567

Fledglings Pre-School was registered in 2012. The pre-school employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday from 8.45am until 3pm, through school term times. The pre-school provides funded early education for two- three- and four-year-old children. The pre-school supports children who have special educational needs or disability and children who speak English as an additional language.

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