

# Fledgelings Day Nursery (Romford)



Fledgelings Day Nursery, 61 Eastern Road, Romford, RM1 3PB

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 17 November 2016 |
| Previous inspection date | 12 February 2013 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- Leaders are motivated to drive improvement and take appropriate steps to facilitate this. They use self-evaluation well to gain a good understanding of their strengths and areas of development to improve the quality of the provision continuously.
- Children's programme for learning is effective, and leaders closely monitor staff to ensure they deliver good-quality learning and care experiences for all children.
- Staff know the children well and this enables children to form secure relationships. They spend quality time listening, talking and playing with children.
- Children make good progress in their learning and development. They enjoy opportunities to practise their skills in early mark making and writing their name.
- Staff build positive relationships with parents and encourage them to participate in their children's learning. For example, staff provide a home-link book for parents to share information about their children's experiences.

### It is not yet outstanding because:

- At times, staff do not consider fully the needs of the younger children when planning the environment, which slightly limits their opportunities to learn and explore more freely.
- Occasionally, staff are not successful in organising mealtimes to keep children engaged and occupied.

## What the setting needs to do to improve further

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

- make better use of some areas of the nursery, in particular in the toddler room, so children are able to move freely and have greater access to learning opportunities
- review the organisation of mealtimes so children remain more engaged and enjoy the overall experience.

### Inspection activities

- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector talked to children and staff and observed them in all the rooms and the outdoor area.
- The inspector undertook a joint observation with the manager.
- The inspector sampled documentation relating to observations, planning, children's assessments and safety, including evidence of staff suitability checks and qualifications.

### Inspector

Sajni Sharma

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a secure understanding of how to protect and safeguard children. They are fully aware of the procedures for reporting concerns. Staff recruitment, vetting, supervision and induction processes are rigorous and help to ensure that staff are suitable to work with children. The manager supports staff effectively in their professional development to enhance continuously staff's knowledge and understanding of how children learn. Staff receive effective support in using systems to review and track the progress of individual children and groups of children. Management has introduced tools to support staff to reflect on their practice. For example, management records interactions between staff and children and uses this to enhance staff teaching practice.

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

Staff take time to get to know the children, and they gain relevant information from the parents to aid their teaching and children's learning. Staff support children's interests and spend quality time listening, talking and playing with the children. Children choose from a good range of resources, such as to develop their creative and imaginative skills. For example, they spend time creating a zoo box to home the toy animals and choose a variety of materials to decorate it. Staff encourage children to use all their senses as they learn. For example, young children enjoy playing with dry cereal and staff support their language development by modelling new words, such as 'soft', 'hard', 'crunchy' and 'sticky'. Children enjoy working together, such as in groups for group time. They learn to be attentive and gain confidence when chosen to do a special task.

### Personal development, behaviour and welfare are good

Staff value children's efforts and achievements. They use praise effectively to reinforce positive behaviour and to develop children's positive self-esteem and confidence. Staff provide children with opportunities to be independent and gain a sense of responsibility. For example, children serve themselves fruits and drinks at snack time. Children display an understanding of how to take care of their personal needs, such as washing hands to keep any germs away to prevent cross infection. Children enjoy being physically active and have regular fresh air, such as in the planned outdoor area.

### Outcomes for children are good

Children make good progress in their learning and development. Overall, they are enthusiastic and keen to engage in most activities. Children's literacy and language skills are developing well, for example, they enjoy looking at books with staff. Children are well prepared for the next stage in their learning, such as starting school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY349789  |
| <b>Local authority</b>                           | Havering  |
| <b>Inspection number</b>                         | 1062055   |
| <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>                     | 0 - 4   |
| <b>Total number of places</b>                    | 60  |
| <b>Number of children on roll</b>                | 73  |
| <b>Name of registered person</b>                 | Maxvale Limited   |
| <b>Registered person unique reference number</b> | RP905795  |
| <b>Date of previous inspection</b>               | 12 February 2013  |
| <b>Telephone number</b>                          | 01708 757 461 tem nr 01708753802  |

Fledgelings Day Nursery (Romford) registered in 2007 and is located in the London Borough of Havering. It is open each weekday from 7.30am to 6pm, for 51 weeks of the year. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs 18 staff on a part-time basis. All staff working directly with the children, including the manager, hold appropriate early years qualifications ranging from level 2 to level 6.

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