

Fledglings Ltd Irlam

Fiddlers Lane, Irlam, Manchester, M44 6QE



Inspection date	10 January 2017
Previous inspection date	10 October 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership and management team shows a strong commitment to improving outcomes for all children. They have high expectations for all children. Systems are in place to evaluate all aspects of the provision to inform continuous improvement.
- Staff provide exciting and stimulating activities that motivate children to join in and learn. All children, including those who have special educational needs and disabilities and those who speak English as an additional language, make good progress across all areas of learning.
- Children's behaviour is excellent. Staff act as good role models and give children gentle and timely reminders about their behavioural expectations.
- The key-person system is highly robust and supports children's emotional security. Children arrive excited and eager to learn. They initiate their own play and make many independent choices. This helps them to develop extremely high levels of self-esteem and independence.
- Partnerships with parents and external agencies are good and make a strong contribution to meeting children's needs. This ensures continuity in care and meeting children's needs effectively.

It is not yet outstanding because:

- On occasions, staff do not consistently provide sufficient time for children to respond to their questions to help them develop their thinking skills and ideas fully.
- Staff occasionally miss opportunities to fully support children's growing awareness of letter shapes and sounds while they play.

What the setting needs to do to improve further

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

- use questioning skills more effectively to provide enough time for children to respond and develop their thinking and ideas more fully
- make the most of all opportunities that arise that fully support and extend children's understanding of letter shapes and sounds.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to the manager, deputy manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at relevant documentation, such as children's learning journeys and planning.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account the views of parents during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to safeguard children. They know the procedures to follow in the event of any concerns about children's welfare. Recruitment procedures are robust. Staff are thoroughly vetted to ensure they are suitable to work with children. Managers regularly meet with staff to review and support their practice, identify their training needs and improve the quality of teaching. Staff benefit from training that strengthens their knowledge and teaching skills. There are excellent links with external agencies, helping to provide consistency for all children's care and learning needs.

Quality of teaching, learning and assessment is good

Staff work closely with parents when children first start. They find out about children's likes, interests and abilities so they can provide stimulating and challenging experiences to help them settle in. Staff are well qualified and, overall, have a good understanding of how children learn and develop. Staff have high expectations about what children can achieve. Children's individual progress is checked to identify any gaps in learning and development. Older children enjoy music lessons with the piano. Staff use this opportunity well to help support children's mathematical understanding. They ask the children to count the speckled frogs and clap the number of beats in the rhythm. Younger children enjoy sensory play with sawdust and cornflakes while playing with toy farmyard animals.

Personal development, behaviour and welfare are outstanding

Excellent relationships between staff, parents and children inspire confidence and enable children to flourish in an extremely nurturing environment. Staff practice is highly inclusive and significantly benefits children who have special educational needs and disabilities and those who speak English as an additional language. Staff make excellent use of daily routines to help to promote children's independence, physical well-being and understanding of healthy lifestyles. For example, younger children serve their own lunches and older children enjoy playing in the indoor sand pit. They get plenty fresh air and exercise playing in the mud kitchen and pedalling on bicycles. Staff teach children to be polite and helpful. They reward children with stickers, which they wear with pride. Children learn good personal hygiene practices. For example, staff support children's handwashing and toilet training to develop independence.

Outcomes for children are good

Children have plenty of interesting activities to explore and they do so with enthusiasm. Children understand what is expected of them and are good at helping each other. For example, children tidy away the facecloths after lunchtime and put them into the laundry basket. All children thrive in this warm, caring and welcoming environment. They are effectively developing the skills they need for their next stage of learning.

Setting details

Unique reference number	403447
Local authority	Salford
Inspection number	1064152
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	120
Number of children on roll	270
Name of registered person	Fledglings Ltd.
Registered person unique reference number	RP905850
Date of previous inspection	10 October 2013
Telephone number	0161 775 4111

Fledglings Ltd Irlam was registered in 2001. The nursery supports children who have special educational needs and disabilities and those who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children. There are currently 29 staff working directly with the children, of whom 22 have appropriate early years qualifications. The nursery is open Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery also provides out-of-school provision. The before- and after-school club is open Monday to Friday, from 7.30am until 8.45am and 3pm until 6pm, during term time. The holiday club is open Monday to Friday, from 7.30am to 6pm, during the school holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

