

# Fledglings Ltd Bredbury

Osborne Street, Bredbury, Stockport, Cheshire, SK6 2EX



## Inspection date

19 January 2018

Previous inspection date

2 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The management team is highly reflective and displays a strong commitment to providing the highest standards of care and learning. The nursery directors, manager and staff work closely together to evaluate the provision and to identify and make sharply targeted improvements.
- Staff use meticulous observations to accurately assess children's progress. They develop highly focused planning to support what each child needs to learn next. They swiftly identify any gaps in children's learning and provide precisely targeted interventions and support. Children make consistently high rates of progress in their development.
- Children's independence is supported extremely well. Staff communicate their high expectations about what they can achieve and children learn to attend to their own needs from an early age. Staff expertly support children to gain confidence and a highly positive sense of self-esteem.
- Staff place children's physical and emotional well-being at the heart of all they do. They provide children with a superb range of nourishing, nutritious food and help them to make healthy choices. They invite external specialists to the setting to lead various sports activities.
- Children thoroughly enjoy taking on a challenge and develop an excellent understanding of managing risks safely and with care. For example, children complete their own risk assessments outdoors and discuss their findings with others.
- Staff provide resources for parents that they can use to continue children's learning at home. For instance, they offer a night-time reading bear and create home learning packs with contents, such as books, cooking ingredients and finger puppets.

## What the setting needs to do to improve further

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

- continue to develop the excellent partnership approach with parents to managing children's behaviour.

### 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 a joint observation with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

### Inspector

Kay Heaford

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. Staff have an excellent understanding of how to keep children safe. The management team displays a strong commitment to enhancing the knowledge and expertise of staff. There are highly effective arrangements for the supervision and ongoing professional development of staff. Staff are encouraged to gain further qualifications and share their new skills with the staff team. Most recently, staff have used knowledge gained from training to review and enhance learning experiences for children outdoors. The manager is highly passionate about her role and strives to offer children the very best start in life. She regularly seeks the views of children, parents and staff, and uses this information to drive ongoing improvements.

### **Quality of teaching, learning and assessment is outstanding**

The well-qualified staff very skilfully extend children's learning, indoors and outdoors. They plan highly stimulating activities and exceptional experiences that foster children's creativity and sensory exploration extremely well. Staff superbly support children's imagination during play. They are highly skilled in knowing when to give children time to work things out for themselves and when to offer guidance. Children are confident to have a go and try things for themselves. For example, under the close supervision of staff, children delight in using a real firelighter to light the candles on their homemade play dough cakes. Staff use excellent teaching strategies to promote children's language and communication skills. They take every opportunity to talk to younger children and support their language development through songs, stories, rhymes and discussions. Children eagerly explore and experiment with the superb range of resources.

### **Personal development, behaviour and welfare are outstanding**

Staff are exceptionally effective in helping children to form a close bond and settle in quickly. Children's opinions are valued, and staff encourage them to talk about their own experiences. Staff are excellent role models, who show a calm and kind manner towards all the children. Staff sensitively support children when they move on from one room to another. Parents are fully included in children's learning and receive ongoing information about their child's progress and achievements. The manager is keen to continue to enhance the already excellent partnerships with parents, to provide highly consistent support for children's behaviour and welfare.

### **Outcomes for children are outstanding**

Children are thriving and have an eager disposition towards learning. Older children are extremely well prepared for their next stage in learning and their eventual move on to school. Children develop superb independence and self-care skills. They make excellent progress in their learning from their starting points, including those who have special educational needs or disabilities. Young children become very keen and active learners. They form strong relationships with staff and seek out special friends to play with. Children show high levels of confidence and are extremely motivated to explore and discover.

## Setting details

<b>Unique reference number</b>	EY454709
<b>Local authority</b>	Stockport
<b>Inspection number</b>	1066411
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	130
<b>Name of registered person</b>	Fledglings Ltd.
<b>Registered person unique reference number</b>	RP905850
<b>Date of previous inspection</b>	2 July 2013
<b>Telephone number</b>	01614060808

Fledglings Ltd Bredbury registered in 2013 and is privately owned by a limited company, which owns three other nurseries across the north west. The nursery employs 21 members of childcare staff. Of these, 13 hold appropriate qualifications at level 3 and above. One member of staff holds early years professional status. The nursery opens from Monday to Friday, all year round, only closing on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

