

# Fledglings on the Common

Bolingbroke One O'clock Centre, Chivalry Road, London, SW11 1HT



<b>Inspection date</b>	31 January 2018
Previous inspection date	14 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not have good enough supervision systems to oversee and coach the staff, to raise the quality of teaching to a consistently good standard.
- The quality of teaching and staff's interactions with children is variable. This has an impact on children's continued learning as staff do not always help them to engage well.
- The setting has not met the legal requirement to ensure that there is a named deputy who is able to take charge in the manager's absence.
- Information is not consistently shared with parents to keep them up to date with their children's progress and how to further support their children's continued learning at home.
- The setting has not established effective links with other early years settings that children also attend to ensure there is a shared approach to their care and learning.

### It has the following strengths

- The manager has a strong commitment to making improvements and is a positive role model for the staff team.
- Children settle well into their play and have secure attachments to adults.
- From a young age, children know what is expected of them. They are familiar with the routines and practise the pre-school values. For example, they share toys and are kind to one another.
- There is a wide range of resources and equipment. Children develop their independence skills well. They confidently make choices in their play and select toys of their choice.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that supervision provides appropriate support, coaching and training for staff to improve their personal effectiveness and help them provide good-quality learning experiences for children</li> </ul>	01/05/2018
<ul style="list-style-type: none"> <li>■ improve the quality of teaching so that staff fully engage children in activities and make the best use of opportunities to extend their learning, so that they make good progress</li> </ul>	01/05/2018
<ul style="list-style-type: none"> <li>■ ensure that there is a named deputy who is competent to take charge in the absence of the manager.</li> </ul>	21/02/2018

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

- enhance the partnership with parents and carers to keep them up to date about their children's care and development, encourage them to share more information and help them to continue children's learning at home
- strengthen the links with other settings that children attend and develop a shared approach to supporting their care and learning needs.

### 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 and held discussions throughout the inspection with the pre-school manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff and committee members and also of the qualifications of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager is developing a generally accurate overview of the effectiveness of the pre-school and of children's progress. He seeks the views of staff, parents and children as part of his evaluation of the setting. However, there is no named deputy and the staff do not yet receive highly focused support and coaching to improve practice. In addition, the systems used to exchange information with parents and other early years settings that children also attend are not fully established. Children do not consistently benefit from good-quality learning experiences. That said, parents spoken to on the day of the inspection were happy with the service they receive from the friendly staff. Safeguarding is effective. The staff have a secure understanding of the procedures they must follow should they have a concern about a child in their care. Staff have completed recent child protection training and know about wider safeguarding issues to help protect children.

### Quality of teaching, learning and assessment requires improvement

The quality of staff's teaching, interactions and engagement with the children is not consistently good. For example, during a structured art activity, some staff focus more on directing children towards a finished product than on extending their learning. During daily routines, staff do not always take opportunities to challenge children and build on their overall learning and development. That said, the manager is enthusiastic and motivates children in their play. For example, as he leads a story activity outside, children excitedly participate and are deeply involved. They have a good understanding of the structure of the story. Staff observe and assess children, to identify their interests and achievements. They plan suitable activities to generally motivate children in their play.

### Personal development, behaviour and welfare require improvement

Weaknesses in some staff's teaching, and in the partnerships with parents and other providers, mean that children are not always best supported to make consistently good progress in their learning. However, children play in a welcoming and well-organised environment, indoors and outdoors. Staff support children's understanding of healthy living. For example, they provide nutritious snacks and teach children to follow suitable hygiene routines. Children regularly enjoy time outside in the fresh air. This promotes their good health and helps them to develop their physical skills. They manoeuvre tricycles well and jump and splash in puddles. During group times, staff encourage children to listen and to respect others, to help to support their social skills.

### Outcomes for children require improvement

Some children are not challenged well enough to extend their learning effectively from their starting points. Overall, children develop some skills in line with their peers to support their future learning and eventual move on to school. Children are motivated and are confident about leading their own play. They make marks on various surfaces and enjoy looking at books to support their literacy skills. Children use numbers in daily routines, such as counting how many children are present during group time.

## Setting details

<b>Unique reference number</b>	EY467365
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	1069647
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Childcare and Business Consultancy Services
<b>Registered person unique reference number</b>	RP517647
<b>Date of previous inspection</b>	14 March 2014
<b>Telephone number</b>	02077381958

Fledglings on the Common registered in 2013. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one holds a qualification at level 2 and one is unqualified. The pre-school opens from Monday to Friday in term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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