

Fledglings Ltd Worsley

Fledglings Ltd, 2 Hazelfields, Worsley, Manchester, M28 2LS



Inspection date

6 February 2018

Previous inspection date

25 November 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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

- Children are motivated by a stimulating, well-resourced learning environment that effectively promotes independent learning. Pre-school children become very enthusiastic learners who confidently pursue their own interests.
- Overall, children's individual learning is very well supported. Staff observe and assess children's capabilities and plan appropriately for their future learning.
- Admission procedures are excellent. Staff work very closely with parents to ensure they are fully informed about children's individual care and learning needs from the outset.
- Children settle quickly and benefit from secure attachments that promote their emotional well-being and provide a secure foundation for their future learning.
- Staff promote children's independence particularly well and have high expectations of what children can do. Older children naturally undertake tasks for themselves.
- The manager is very well supported by the company directors. Collectively, they are committed to providing the highest-quality provision. They are keen to address current weaknesses and drive improvements.

It is not yet outstanding because:

- Staff are not always fully aware of current priorities for children's learning, when children first move from one room to another within the nursery.
- The arrangements for staff training are not always precisely focused or targeted on raising the quality of practice to strengthen the accuracy of assessment.

What the setting needs to do to improve further

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

- strengthen the transition process so that continuous, targeted planning helps children make the best-possible progress, as they move throughout the nursery
- build a precisely targeted programme of professional development to help raise the quality of assessment to an even higher level, to further enhance the provision for children.

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 discussed the impact on children's learning with the nursery manager.
- The inspector help meetings with the company directors, the manager, the deputy manager and the special educational needs co-ordinator.
- The inspector checked evidence of the suitability of adults working in the nursery, looked at relevant documentation and discussed the nursery's plans for improvement.
- The inspector spoke to and took account of the views of parents spoken to during the inspection.

Inspector

Vickie Halliwell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a broad understanding of safeguarding issues and work effectively to promote children's welfare. Robust vetting and recruitment alongside systems for checking the continued suitability of staff are implemented. Overall, an established programme of professional development helps staff to improve their knowledge, understanding and practice. Staff are well supported by experienced well-qualified team leaders who skilfully mentor and support less experienced members of the staff team. The manager uses her good knowledge, skills and expertise to coach staff. With support from other senior staff she carries out regular observations and conducts supervisions to monitor and manage staff performance. Parents spoken to feel very well informed about their child's progress and how they can support learning at home.

Quality of teaching, learning and assessment is good

Overall, children throughout the nursery benefit from a high-quality educational programme that effectively promotes their learning. In the main, staff use observation and assessment very effectively to deliver activities that take account of what children need to learn next. Once their learning needs are identified, children in need of additional support make good progress. Staff work closely with parents and external agencies as they implement well targeted support to meet children's specific learning needs. Teaching focuses particularly well on supporting children's personal, social, physical and communication skills. Older children are highly motivated by an exceptionally stimulating learning environment, they relish the opportunity to use a real hammer and nails at an authentic work bench in the construction area. Staff utilise the outdoor area and children's interests to effectively engage boys in mark making activities.

Personal development, behaviour and welfare are good

Children are happy and settled. Strong partnerships with parents mean that staff know and understand children's care needs well. As they move from one room to another, children's emotional well-being is prioritised. Staff provide high levels of support and reassurance. They are positive role models who encourage all children to develop kind, caring attitudes towards each other. Self-care and personal independence are very well promoted. Two-year-olds enjoy serving themselves at mealtimes. All children benefit from regular opportunities to develop and enhance their physical skills. Children of all ages participate enthusiastically in regular 'stretch and grow' sessions. Older children enjoy weekly trips to the forest school where they excitedly explore the woodland.

Outcomes for children are good

Children typically make good or better progress in relation to their starting points and are well prepared for their eventual move on to school. Older children are keen to join in, have a go and find out more. They communicate confidently and their literacy skills are developing well. Many can recognise letters and sounds and are developing the skills in readiness for later handwriting. Children listen with interest to stories and play with imagination.

Setting details

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| Unique reference number | 307497 |
| Local authority | Salford |
| Inspection number | 1122959 |
| 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 | 173 |
| Name of registered person | Fledglings Ltd. |
| Registered person unique reference number | RP905850 |
| Date of previous inspection | 25 November 2013 |
| Telephone number | 0161 281 2821 |

Fledglings Ltd Worsley registered in 1995. The nursery employs 39 members of staff, including the management team. Of these 24 hold appropriate early years qualifications at level 3 and above. There are six staff who hold early years qualifications at level 2. The nursery opens Monday to Friday all year round, excluding bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children, and supports children who have special educational needs and/or disabilities.

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