

# Fledglings Pre-School

Devonshire Infant School, Francis Avenue, Southsea, Hampshire, PO4 0AG



<b>Inspection date</b>	6 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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 quality of teaching is variable across the team, which hampers the progress children make. The organisation and planning of large-group teaching activities do not consistently match the children's different learning needs. At times, staff are too directive and do not encourage children to be actively involved in their learning.
- The new manager is not effectively monitoring and improving the quality of teaching across the team. For example, some written summative assessments lack detail and children's next learning steps are not wholly accurate.
- The staff do not successfully promote healthy eating with all children, to help develop their awareness of good health.

### It has the following strengths

- Children are happy, very settled and enjoy their time at pre-school. They make good progress in their personal, social and emotional development.
- Parents are very pleased with the pre-school and build strong relationships with staff, who are friendly and caring.
- The new manager places high emphasis on safeguarding children. All staff are well trained and follow correct procedures when worried about children's welfare.

## 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>
■ improve the quality of teaching and the planning of play activities to ensure children receive a consistently good level of challenge which precisely matches their learning needs	07/05/2018
■ work more closely with parents to ensure meals are healthy, balanced and nutritious.	07/05/2018

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

- develop effective systems to evaluate and monitor the quality of teaching across the team to help ensure everyone has high expectations of themselves and what can be achieved with each individual child.

## Inspection activities

- The inspector spoke to children, observed the children's play activities indoors and outdoors, looked at the available resources, and sampled relevant documentation.
- The inspector had discussions with the chairperson and the manager, about leadership and management, including self-evaluation arrangements.
- The inspector spoke to a sample of parents and took account of their views.
- The inspector carried out a joint observation with the manager.

## Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff show a clear understanding of their role with regards to minimising risks and protecting children from harm. There are robust recruitment procedures in place to help ensure staff are suitable. Staff access training and receive coaching to support their personal development. They evidence accidents and injuries, gather information about the children and complete records. The new manager's ability to evaluate what is working and what needs to improve is not currently fully effective. For example, she has focused on the administration of the pre-school and making it sustainable, but not prioritised evaluating and improving the quality of teaching. She is working through her development plan, but this is not fully embedded yet. Staff work well with others agencies and the local schools to develop continuity in care for children.

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

Staff provide a range of varied and suitable play activities to support children's learning and development. They regularly observe children as they play to assess their achievements, but some required records lack detail. The staff use information to plan activities that children enjoy. However, they do not always offer sufficient challenge to help children make consistently good progress, such as helping them learn to use scissors correctly. Some staff interact and teach children well. For example, they encourage them to retell the narrative of a favourite story with props. However, teaching deteriorated as the morning progressed with undue emphasis put on doing consecutive whole-group activities. The management team has not successfully evaluated the organisation and planning of these activities to help ensure they meet the diverse needs of the children.

### Personal development, behaviour and welfare require improvement

The caring and understanding staff help children to settle and play happily. They build strong relationships with children. Children behave well, although they become a little restless during whole-group times and spend a lot of time waiting for the routine to change. Staff provide water and fruit for children at snack time. However, many children have unhealthy food in their lunch boxes and, overall, staff are not successful in supporting their awareness of healthy lifestyles. Staff supervise children well, keep them safe and conduct safety checks on the premises. Children enjoy regular outdoor play, developing their large physical skills, such as when they have fun with a parachute.

### Outcomes for children require improvement

Children show positive attitudes to learning, are happy and feel emotionally secure. However, overall children's progress is hindered because not all staff are skilled in offering sufficient levels of challenge and teaching support to children as they play. Some children learn skills to prepare them for the future, such as recognising their names and putting on their coats. Children use the new tilt technology table with interest and engage in small-world play with trains. However, children with limited speech do not receive targeted teaching support to help close identified gaps in progress more quickly.

## Setting details

<b>Unique reference number</b>	EY495412
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1029521
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Fledglings Pre-School
<b>Registered person unique reference number</b>	RP535023
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02392 822 921

The setting re-registered in 2015 but first opened in 1989. It operates from a classroom within Devonshire Infant school, in Southsea, Hampshire. The pre-school is open Monday to Friday from 8.45am to 3.30pm, during term time only. Children may attend for sessions or the whole day, which includes a lunch club. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The trustees employ six staff. All staff hold a recognised childcare qualification, including one at level 2 and four at level 3, and the manager has early years teacher status.

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