

# Fledglings on the Common

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

<b>Inspection date</b>	21 November 2018
Previous inspection date	31 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- The manager has worked closely with senior leaders, staff and parents to help achieve good standards of care and teaching at the setting. For example, he has improved coaching and training for staff to enable them to engage with children more effectively to extend their learning. Staff report that they feel well supported in their roles and responsibilities.
- Staff observe and assess children's progress regularly. They make good use of the information gained to help them plan a variety of interesting activities that successfully interest and motivates children to learn. Children, including children who speak English as an additional language, make good progress from their starting points.
- Staff form close relationships with the children that support their emotional well-being effectively. Children show that they feel safe and secure.
- Partnerships with parents are good. Parents report that staff share regular information with them and they speak very positively about the progress their children make, such as in the development of their language and social skills.
- The manager has not developed a highly successful system to monitor the learning of different groups of children to help them make the best possible progress.
- Staff do not consistently support children to complete achievable tasks for themselves, to fully extend their independence skills.

## What the setting needs to do to improve further

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

- extend ways for monitoring the achievement of groups of children and use this information to help them make the best possible progress
- make use of all opportunities to help children to develop their independence skills further.

### Inspection activities

- The inspector spoke with parents, staff and children at appropriate times during the inspection.
- The inspector observed staff's interactions with children during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the nursery manager and discussed children's learning with him.
- The inspector had discussions with the senior leader and nursery manager about policies and procedures, and methods of assessing and planning for children's progress. She also discussed with them how they evaluate the quality of the provision.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of leadership and management is good

The manager shows that he is committed to his role. He evaluates the quality of the provision well and has taken positive steps to promptly address the actions raised at the last inspection. For example, the manager has appointed a deputy who is confident in fulfilling the managerial duties in his absence. The manager has made good attempts to form links with other early years settings to establish a shared approach to benefit children's care and learning, and their families. Arrangements for safeguarding are effective. The manager and staff are confident in identifying signs that might indicate that a child is at risk of harm. They have a shared understanding of the procedures to follow should they have any concerns about a child's welfare. The manager follows rigorous checks to verify staff's suitability to work with children. He models how to supervise children effectively and supports staff well with the risk assessment procedures to help keep children safe.

### Quality of teaching, learning and assessment is good

Staff value the importance of professional development in keeping their skills and knowledge up to date. For example, following training, they have improved their teaching skills to support children's language development, including for those who have speech and language delay, more effectively. Staff sing songs, read stories and use visual cue cards to help develop children's communication and early reading. Children enjoy listening and gain confidence in speaking out and repeating refrains from familiar books. Staff support children's imaginative and sensory skills well. For example, when they observe that children show increasing curiosity, they provide them with real fruits and herbs to help stimulate their senses. Children look and listen attentively as they investigate and explore fruits, such as lemons and limes. Children's understanding of numbers is developing rapidly as they use them purposefully, such as during activities and spontaneous play.

### Personal development, behaviour and welfare are good

Staff support children's personal development effectively, overall. For example, they give children ample time to finish what they are doing naturally. Children respond well when there is a change in the daily routines and take pride in reminding their friends, such as when 'it is tidy-up time.' Staff teach children to behave well and to respect each other. They are approachable and make their expectations clear to the children. Children learn about the similarities and differences in people and the jobs that they do, such as during group times.

### Outcomes for children are good

Overall, children of all ages are well prepared for their future learning, including their move on to school. For example, they gain strong physical and social skills relative to their ages and stages of development. Younger and older children test their strength and coordination, for example, as they use large play equipment in the garden. Children are encouraged to 'have a go' at early writing and have lots of fun as they talk about and dig for bugs and insects with their friends. Children show that they enjoy taking part in different activities. They are active and work well together.

## Setting details

<b>Unique reference number</b>	EY467365
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10080349
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	14
<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>	31 January 2018
<b>Telephone number</b>	02077381958

Fledglings on the Common registered in 2013. The setting employs three members of staff, including the manager. Of these, two hold appropriate early years qualifications at level 3, and one holds a relevant qualification at level 2. It is open during term time from 9.15am until 12.15pm, Monday to Friday. The setting provides funded early education for two-, three- and four-year-old children.

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