

# Fledgelings Playgroup

Portacabins, Laneham Road, Dunham on Trent, Nottinghamshire NG22 0UL



<b>Inspection date</b>	9 January 2019
Previous inspection date	2 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 is well qualified and experienced in leading this dedicated staff team. Self-evaluation is effective. The manager seeks feedback from staff, parents and the on-site school to make well-planned improvements. For example, she has improved the outdoor area and included a large area that is now sheltered. This provides further opportunities for children to continue their learning outside in all weather conditions.
- Teaching is good. The manager knows her staff team well and uses their skills to ensure children's learning and development is promoted. Staff make regular and accurate assessments of children's achievements. Children make good progress from their starting points.
- The environment is well organised to help the youngest children to manage tasks with good levels of independence, such as choosing where to play, pouring their own drinks and choosing healthy foods to eat. Children gain confidence and develop important skills needed for their eventual move on to school.
- Partnerships with parents have a positive impact on children's learning and development. There are good two-way systems for sharing information about children's needs and achievements. Staff keep parents well informed about how their children are developing and give them ideas about how to support their child's learning at home.
- Children start to learn about healthy lifestyles as they discuss the benefits of eating a balanced diet. They start to learn about the effect exercise has on their bodies as they feel their heart beating faster after jumping up and down. Children have plenty of opportunities for fresh air and exercise as they have the freedom to play outside whenever they choose too.
- Staff do not consistently respond to children's differing levels of engagement and encourage all children's full involvement to deepen their thinking skills during some adult-led group activities.

## What the setting needs to do to improve further

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

- consider the differing stages of children's development and enhance their engagement in group time activities, to extend all children's ability to concentrate and participate even more actively.

### 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 observed a planned group activity and evaluated this with the pre-school manager.
- The inspector sampled a range of documentation, including records to show the progress children are making, staff files and evidence of the suitability of staff.
- The inspector spoke with staff and children during the inspection at appropriate times. She sampled the planning of activities and discussed this with staff.
- The inspector spoke with a number of parents and took account of their views.

**Inspector**  
Carly Polak

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are alert to the different indicators that suggest a child may be suffering from harm. They know which agencies they need to refer concerns to, including any worries about the conduct of a colleague. The manager supports staff well through providing regular opportunities to review their practice and provides helpful feedback. Together, they identify any professional development needs and plan training to enhance and strengthen their skills and practice. The manager effectively monitors children's progress. She uses strategies effectively to ensure that all children receive the support they need to make good progress in their learning. Regular staff meetings focus on quality and improvement, with everyone working together successfully as a team to maintain good standards.

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

Staff interact with children positively, talking to them, asking questions and encouraging them to share their thoughts. This helps to build on children's language skills. Overall, children's learning is skilfully extended because staff know the children's needs well. Older children benefit from a wide range of learning opportunities that help to develop their early literacy skills. They recall parts of the 'story of the week' and act this out to their friends during play. Children develop their handwriting skills as they independently make marks and write on the whiteboards provided. Staff challenge children, promoting their listening and thinking skills. For example, children explore musical instruments outside. Staff ask questions to test their understanding and listening skills, such as asking children to play their instrument quietly or loud and fast.

### Personal development, behaviour and welfare are good

Staff are kind, friendly and welcoming and children form good attachments to them. Staff have a great understanding of the age group they are working with. Staff are good role models who help to motivate children to understand their expectations. Staff provide children with clear and consistent messages about how to play kindly together and behave well. Valuing diversity is embedded into practice. Staff use everyday opportunities to ensure children's similarities and differences are valued. For example, during snack time staff respond well to children's questions about who is a girl and why some children wear glasses. Children develop a good understanding of personal safety and how to manage risks. They learn how to use tools appropriately, such as how to carry the scissors safely and to ensure fingers are tucked away when using wooden hammers. Children demonstrate their confidence and emerging independence skills as they manage their own personal care, such as toileting and hand washing.

### Outcomes for children are good

Children concentrate well and settle at activities for sustained periods of time. They are motivated and enjoy exploring the activities set out. Children's mathematical skills are developed extremely well. Children independently use number lines to count to 20. They use the vocabulary of shapes, sizes and colours and are confident to 'have a go' at simple sums. Children are developing good independence and key skills, helping prepare them well for their next steps in learning and move on to school.

## Setting details

<b>Unique reference number</b>	253097
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10065269
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Fledgelings Playgroup (Dunham on Trent) Committee
<b>Registered person unique reference number</b>	RP522855
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	07971 404215

Fledgelings Playgroup registered in 1977 and is committee run. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday term time only. Sessions are from 8.45am until 3.15pm. The playgroup provides funded early education for two- three- and four-year-old children.

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