

# The Fledglings

Myerscough College, St. Michaels Road, Bilsborrow, PRESTON PR3 0RY



<b>Inspection date</b>	23 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leaders and managers provide effective training and development opportunities for staff, which keeps their skills up to date. For example, staff caring for the babies have used their knowledge from recent training to create an exciting learning environment for babies to explore.
- Children benefit from a wealth of outdoor learning opportunities. For example, they thoroughly enjoy visiting animals, such as the emu and alpacas, that live on the college campus. Children venture on trips in the surrounding woodland, which helps them to learn about nature. These experiences also help children to develop a good understanding of risks, for example as they climb trees and visit the beekeeper on the honey farm.
- All children, including children with special educational needs and/or disabilities (SEND) make good progress from their starting points. This is particularly evident in their early mathematical development, which is promoted well throughout the nursery.
- On the odd occasion, staff do not always consistently model good writing. For example, staff sometimes write children's names and words in capital letters, which does not help children to recognise the correct letters.
- Occasionally, during free play, some of the children in pre-school are not always engaged in activities. This sometimes disrupts the play and learning for some of their peers.
- The new systems for analysing groups of children, such as the most able and pre-school boys, are not yet sufficiently embedded to identify steps to take, to better meet their differing needs.

## What the setting needs to do to improve further

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

- help children to further develop their literacy skills, for example by consistently continuing to encourage them to recognise and write clearly identifiable letters in their names
- review the organisation of the pre-school room so that children are consistently engaged and motivated in their learning
- sharpen the way that assessments are carried out on different groups of children, such as the most able and pre-school boys, so that their needs are better met.

### Inspection activities

- The inspector held discussions with managers and staff at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector took account of parents' views of the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the nursery's self-evaluation.
- The inspector looked at children's assessment records and planning documents.

### Inspector

Tricia Graham

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff are well trained on child protection issues and they are fully aware of the nursery's safeguarding procedures. Staff are deployed effectively, both indoors and outside, which ensures children's safety and well-being. For example, staff adopt good procedures for keeping children safe as they walk down the country lanes. Managers effectively monitor the progress of different groups of children, such as funded two-year-olds and children with SEND. However, the arrangements for analysing groups, such as those for the most able, are not yet as securely implemented. Partnerships with parents are good. Staff keep parents up to date on their children's progress through regular discussions, parents' evenings and daily record sheets. Staff also share ideas with parents on how they can extend their children's learning at home. As a result, parents are hugely supportive of the nursery.

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

Staff are enthusiastic and have a good knowledge of how children learn. As a result, the quality of teaching is good. Staff plan meaningful activities based on children's individual learning needs and interests. For example, staff provide toddlers with bags and containers, so they can transport toys from one place to another. This sustains toddlers' interest and aids their learning. Managers and staff are committed to improving outcomes for children. Their focus has been on supporting children's mathematical development, which has accelerated children's progress in this area of learning. Children compare shapes and sizes, sort objects into categories and use sand timers to help them learn about time. Children also paint pictures of the three wise men and four shepherds, which staff use to help children calculate one more and one less.

### Personal development, behaviour and welfare are good

Staff seize every opportunity to help children learn about similarities and differences between themselves and others. For example, children visit elderly residents in the community for sing-a-long sessions. They recently presented the residents with home-made poppies, which helped children understand the importance of kindness and sharing. Staff also take time to learn about different religions, so they can widen children's understanding of the world. For example, children enjoyed learning about the Koran after staff visited a Mosque to gain greater awareness of the Muslim religion.

### Outcomes for children are good

Outcomes for children are good, which prepares them well for their transitions into school. Children are confident and inquisitive learners who demonstrate a can-do attitude. For example, pre-school children are fiercely independent with their self-care skills. They competently put on their outdoor clothes and confidently declare, 'I can do it by myself', which they do with skill and determination. All children, including babies, communicate well. Babies babble tunefully and staff talk to children at their level, which generates lots of lively discussions. Children have good opportunities to practise their writing skills.

## Setting details

<b>Unique reference number</b>	EY544893
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10085602
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Ashbridge School and Nursery Ltd
<b>Registered person unique reference number</b>	RP521722
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01995 642148

The Fledglings registered in 2017. It is situated in the grounds of Myerscough College, Preston, and is one of four settings managed by the same limited company. The nursery employs 10 members of childcare staff. One member of staff holds early years teacher status. There are two members of staff who hold an early years qualification at level 4, five who hold an early years qualification at level 3 and one who holds an early years qualification at level 2. The nursery opens Monday to Friday all year round, from 7am to 6pm, except for bank holidays. It receives funding for the provision of free early education for two-, three- and four-year-old children.

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