

# Fledglings Pre School

Epping Upland CE Primary School, Carters Lane, Epping Green, Epping,  
Essex CM16 6QJ



<b>Inspection date</b>	6 February 2019
Previous inspection date	16 June 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

- Children are confident, active and enthusiastic learners. Staff enable children to make independent choices and lead their own play. Children form close attachments to staff and this helps them to feel safe and secure.
- Staff build effective partnerships with parents. They keep parents well informed of their children's progress and help them to support their children's learning at home. Parents say that communication from staff is good and their children have fun in the setting.
- Staff understand the children well. They observe them closely and assess their developmental needs. They provide appropriate support for children and parents through their links to relevant professionals.
- All children are making good progress in their learning given their starting points. Staff provide a good range of interesting and enjoyable activities for children to promote their learning.
- The manager and staff reflect on the effectiveness of their teaching and the activities they provide. They take account of the views of parents, children and other professionals when planning for the ongoing development and improvement of the setting.
- Staff do not consistently offer children opportunities that support them in understanding the natural world.
- Monitoring processes of groups of children are not yet fully embedded to accurately identify any gaps in teaching and learning.

## What the setting needs to do to improve further

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

- enhance the opportunities that support children in understanding the natural world
- develop systems further for tracking groups of children to accurately identify any gaps in teaching and learning.

### 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 carried out a joint observation with the manager.
- The inspector held discussions with the manager and spoke to the committee chairperson, secretary, staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's records, and policies and procedures.

**Inspector**  
Jenny Forbes

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff receive regular training and the manager refreshes staff knowledge during supervision. Policies are regularly reviewed and staff know where to find details of local safeguarding contacts if they need to report a concern. Procedures for staff recruitment follow safe practice, and the suitability of all adults in contact with children is checked regularly. New staff receive a thorough induction into the procedures of the setting and they say they feel very well supported. The manager makes good use of her qualification to offer staff ongoing support and guidance. Staff share effective information with parents about their children's routines and behaviour, and parents know they can approach them at any time for support.

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

Staff interact well with the children and extend their learning as they play. They suggest and introduce additional resources and encourage them to think about how to use these. They encourage children to work things out and solve problems, such as how they could transport water more effectively or how they could prevent trains from falling off a track. Staff maintain a strong focus on children's communication and language development and work hard to support their personal, social and emotional skills. This ensures that children have a good foundation to build on their future learning. Staff provide opportunities for children to develop confidence to speak in a group. For example, during regular show-and-tell sessions, where children describe objects brought from home.

### Personal development, behaviour and welfare are good

Children enjoy being independent and doing things for themselves. They enjoy helping each other, taking turns and sharing. For example, children help each other to build a long track with bricks. Staff support them with suggestions to extend their play and other children join in with their own ideas. Staff use lots of praise and encouragement, which helps children to extend their play further. Children have frequent opportunities to play outdoors and confidently choose whether to play inside or outside. For example, children take water out and mix this with paint. Staff encourage them to talk about the colours they are using, then add foam and show children how to make shapes and letters with their fingers and brushes. Staff set realistic boundaries for children's behaviour and children are kind and attentive. They ensure that children receive a healthy diet and learn good hygiene skills.

### Outcomes for children are good

Children acquire an understanding of differences in cultures and traditions. They discover interesting facts about other countries and people. Children learn skills that will help them become ready for school. They enjoy looking at books and listening to stories. They discover that written words have a meaning. They learn to recognise letters, numbers and shapes and how to hold a pencil correctly when writing their name.

## Setting details

<b>Unique reference number</b>	650013
<b>Local authority</b>	Essex
<b>Inspection number</b>	10059545
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Fledglings Playgroup Committee
<b>Registered person unique reference number</b>	RP520380
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	07468584404

Fledglings Pre School registered in 1999. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.50am until 11.50am and 11.50am until 3.15pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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