

Fledglings Day Nursery

25 Oldbury Court Road, Fishponds, Bristol BS16 2HH



Inspection date	12 February 2019
Previous inspection date	3 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 staff monitor individual and groups of children's progress carefully. They put in place support and use additional funding well to narrow any gaps in achievement and help children catch up. All children make good progress relative to their starting points.
- Staff are warm and caring and know the children well. Children form good relationships with staff and other children and are well involved together in their play. Children, especially babies, know their special adult and seek out comfort and reassurance when needed.
- The environment is welcoming and bright. Children can independently choose what they want to play with from a wide range of toys and resources. Staff consider the children's current interests so that children are well engaged and keen to participate.
- The manager and staff use reflective practice to identify areas for development that will improve outcomes for children in specific learning areas. For example, staff identified more ways in helping children who learn English as an additional language become more involved in storytelling, such as by using puppets and pictures, to support their literacy further.
- Children benefit from healthy and nutritious home-cooked meals. The cook has regular discussions with parents to ensure the menu suits their children's individual dietary needs. He has reviewed the salt and sugar content of foods, obtained advice on portion control and is planning to share children's favourite recipes with parents.
- At times, staff in the toddler rooms are not consistent in how they encourage children to resolve their own conflicts and manage their feelings.
- Parents are not consistently fully encouraged to share information about their children's achievements at home. This does not fully promote continuity in children's learning.

What the setting needs to do to improve further

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

- encourage staff in the toddler rooms to provide more consistent support to help children manage their feelings and resolve their own conflicts
- explore more ways to encourage parents to share information about their children's achievements at home, to further support their learning.

Inspection activities

- The inspectors observed the staff's interactions with the children indoors and outdoors, and the impact on children's learning.
- The inspectors had discussions with staff and children at appropriate times during the inspection.
- The inspectors spoke to parents and took account of their views.
- One inspector carried out a joint observation of an activity with the manager and together they evaluated the quality of teaching.
- The inspectors had discussions with the manager and sampled documentation, including suitability checks, safeguarding records, training certificates and children's records.

Inspectors

Charlotte Jenkin
Dominique Allotey

Inspection findings

Effectiveness of leadership and management is good

The manager has worked hard with her staff to make significant improvements since the last inspection. Staff have attended safeguarding training and regularly have their knowledge checked, for example through quizzes. They keep detailed records of any concerns about children and share these with the relevant authorities to promote children's welfare. The premises are safe and secure, and staff check for potential hazards daily. Safeguarding is effective. The manager has regular meetings with staff and she observes their teaching practice. Feedback is focused on raising the quality of teaching. Staff have regular training and development opportunities that have a positive impact on their practice. For example, training on using 'loose parts' has enabled them to encourage children to develop their imaginations and to test out their own ideas more. Staff work well with outside agencies to promote children's learning and welfare needs.

Quality of teaching, learning and assessment is good

Staff make regular observations of children and plan for what they need to learn next based on their interests and individual needs. Staff support children's developing vocabulary well. For example, they talk to babies and toddlers about what they are doing and reinforce new words. Staff promote toddlers' independent use of technology. They explain how to use digital cameras and children delight in taking their own photographs. Staff encourage children's imaginations well. When children make cakes in the mud kitchen, staff ask about their ingredients and how long they need to cook their cakes. Partnerships with parents are good overall. Parents receive regular feedback about their children's progress and ideas on how to support their development at home.

Personal development, behaviour and welfare are good

Children enjoy regular fresh air and exercise in the well-equipped garden. They develop self-care skills, including blowing their own noses, putting on their outdoor clothes and serving their own lunch. Older children play well together cooperatively and share and take turns. For example, they used a spoon to dig the mud while waiting for their turn to use the spade. Children learn about healthy lifestyles. Staff encourage them to eat their vegetables, explaining they are 'superhero' foods that make them strong! Children have enjoyable opportunities to learn about other cultures and traditions in their community. Their artwork is displayed and children feel proud of their achievements, which promotes their self-esteem.

Outcomes for children are good

Babies are curious and confident to explore the resources and their environment. Toddlers enjoy learning new skills and are developing their language well. Older children are sociable, engaged in activities and concentrate well. They are developing good literacy skills, including writing letters and learning the sounds they make. All children develop useful skills for their next stage in learning, including school.

Setting details

Unique reference number	106956
Local authority	Bristol City of
Inspection number	10070892
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	60
Number of children on roll	105
Name of registered person	Malyckyj, Meryl
Registered person unique reference number	RP511831
Date of previous inspection	3 August 2018
Telephone number	0117 9393398

Fledglings Day Nursery registered in 1987 and is based in the Fishponds area of Bristol. The nursery provides funded early education for children aged two, three and four years. The nursery opens Monday to Friday from 8am to 6pm. It is open for 51 weeks of the year. There are 20 staff who work with the children. Of these, 15 have a relevant level 3 qualification.

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