

Fledglings Pre-School

Devonshire Infant School, Francis Avenue, SOUTHSEA, Hampshire PO4
OAG



Inspection date	6 March 2019
Previous inspection date	6 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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 made an accurate self-evaluation of the pre-school. She has successfully identified the areas for improvement and has taken effective action to address the weaknesses identified at the last inspection.
- Staff are skilled practitioners. They understand how children learn and provide interesting and engaging activities to support their learning and development. This helps children make good progress in their learning.
- Children arrive happily into pre-school. They are able to make decisions about where they want to play and quickly become absorbed in activities.
- Staff support children's communication skills well. They use verbal and non-verbal communication methods to ensure that children understand what is being asked of them. This helps children who speak English as an additional language develop their English vocabulary quickly.
- Staff work effectively with other agencies to obtain early support to meet children's needs. This means that children who may not be making as much progress in their learning as they could, swiftly catch up.
- Parents report that they are happy with the care provided for their children. They feel that their children enjoy the time they spend at the pre-school and the positive relationships they develop with staff. However, not all parents are supported to engage with their children's learning and understand how they can share this learning at home.
- At times, some staff do not recognise that children need additional time to consider their response before answering. This means that sometimes staff provide children with solutions instead of allowing them enough opportunity to think for themselves.

What the setting needs to do to improve further

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

- develop further opportunities for children to think creatively to enable them to solve problems for themselves
- strengthen partnerships with parents to help them understand how they can support their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching and support for children's learning indoors and outdoors.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff training certificates.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

Inspector

Teresa Newman

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of how to keep children safe. This includes identifying when children may be at risk of extreme views or behaviours. The designated safeguarding lead has a thorough understanding of their role and ensures that prompt action is taken if any concerns about children's well-being are identified. This includes working effectively with other agencies. Staff receive regular supervision from the manager. This helps staff to identify further training opportunities to improve outcomes for children. The manager completes regular assessments of the progress groups of children make. Staff use this information successfully to address any differences and close gaps in children's learning. The manager has used additional funding effectively to improve children's understanding of the communities beyond their immediate experiences.

Quality of teaching, learning and assessment is good

Staff make accurate observations and assessments. They provide stimulating activities based on children's interests which motivate them to learn. For example, they encourage children to use their senses as they explore the smell and texture of tea leaves in water. Staff promote children's emerging language skills effectively. For example, children enjoy retelling the familiar story of the three little pigs and relish the opportunity to use props to enhance their storytelling skills. As a result, children, including those who speak English as an additional language, make good progress in their speaking and listening skills. The well-qualified staff introduce new language such as 'half' and 'quarter' as they fold scarves with children. This supports their understanding of mathematical concepts well.

Personal development, behaviour and welfare are good

Children behave well. They understand that they need to take turns and show kindness and sensitivity towards their friends. For example, they recognise when their friend is sad that they do not have a scooter to ride on outside and so help them find one. Staff act as positive role models for children. They are calm and consistent in their conversations with children about any behaviours that are not acceptable. Children learn about the importance of keeping healthy. Staff provide parents with helpful information about how to prepare healthy and nutritious lunches. Children benefit from regular visits to a local allotment, where they learn how to plant and grow fruit and vegetables to eat.

Outcomes for children are good

All children make good progress in their learning. Children are developing their physical skills well. Outside, they confidently use bats and balls, ride scooters and dig for worms. Children are developing their interest in numbers, as they count objects and recognise numerals in the environment. They are becoming independent in preparation for their next stage in learning. For example, they put their coats on and manage their self-care skills well.

Setting details

Unique reference number	EY495412
Local authority	Portsmouth
Inspection number	10084799
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Fledglings Pre-School
Registered person unique reference number	RP535023
Date of previous inspection	6 March 2018
Telephone number	02392 822 921

Fledglings Pre-School re-registered in 2015 but first opened in 1989. It operates from a classroom within Devonshire Infant School, in Southsea, Hampshire. The pre-school is open Monday to Friday from 8.45am to 3.30pm, during term time only. Children may attend for sessions or the whole day, which includes a lunch club. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The trustees employ six staff. All staff hold a recognised childcare qualification, including four staff who hold qualifications at level 3 and one who holds a qualification at level 2. The manager has early years teacher status.

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