

# Inspection of Fledglings Pre School Nursery

Eskdale Avenue, Bramhall, Stockport, Cheshire SK7 1DS

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Inspection date: 3 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

The provider's long-term development of inspiring outdoor provision has continued since the last inspection. Partnership with the two on-site schools adds further rich environments for children to explore. For example, children wrap up warmly and build dens in the shared nature garden. Practitioners set consistently high expectations for children's conduct. Children meticulously follow important safety rules. For example, they know why they must lie on their tummies to look into the pond. The outdoor learning at the nursery has been recognised as exemplary practice. The provider shares her knowledge and experience in order to help other local nurseries to enhance children's learning in their own outdoor spaces.

Parents describe the nursery as a place of 'happiness, fun and learning'. They comment particularly on the cheerful team of practitioners and say that the positive atmosphere helps children to thrive. Practitioners gather detailed information about children before they begin to attend the nursery. For example, they know babies' routines and how to comfort them. Babies and children develop secure attachments to the professional, reassuring practitioners. This helps to foster children's visibly high levels of confidence and their 'can-do' attitude to new experiences.

### What does the early years setting do well and what does it need to do better?

- The provider's ambition to continuously improve the provision is unmistakeable. This is superbly demonstrated by the recent addition of day-care facilities for babies. The provider and managers researched and agreed their vision for what they wanted to establish and why. Their expert knowledge and attention to detail has resulted in a high-quality baby room. Babies safely explore and learn. In addition, they watch and listen to the older children playing at the other side of the partition. This well-designed proximity helps babies to be eager to set off into the bigger space when they are ready.
- Managers have ably adopted the local authority's focus on promoting children's physical development. They identified a lead practitioner and the exciting changes underway are having a measurable impact on children's development. For example, practitioners removed chairs from some table activities. Standing to participate is helping children to develop balance and core strength. In a further example, children lie under tables to draw on paper attached above them. This helps to strengthen children's shoulder and arm muscles and promotes their hand-to-eye coordination really well.
- Children of all ages encounter an abundance of books and stories wherever they play. Practitioners read expressively and engagingly to children. This helps to promote children's early literacy extremely well. The focus on physical development is nicely incorporated into literacy. For example, practitioners

expertly adapt familiar stories into role play. Children pretend to swish through long grass and tiptoe into a cave. Practitioners' active participation excites children and deepens their eager involvement.

- The atmosphere in the childcare rooms is unerringly positive and purposeful. Practitioners implement highly consistent policies that help children to develop self-control from an early age. This is demonstrated particularly well in the room for children aged two and three years. The nursery's clear-floor policy means that children learn to return toys to where they found them. They pick up dropped items. This promotes children's independence and helps to keep everyone safe from trips and falls. In addition, children learn to value the resources and to leave areas ready for the next person to use.
- The nursery's curriculum encourages children to understand the local community and the wider world really effectively. For instance, pre-school children go on regular visits to play at the nearby school for children with complex learning difficulties. This helps everyone involved to understand and value differences between people.
- Children apply and extend their mathematical knowledge throughout the day. For example, children vote for the book that they want practitioners to read to them. They learn to respect the majority decision. In a further example, children cut pieces of string to match the length of earthworms that they find. Practitioners' skilful teaching helps children to think about the relative length of the worms. They use rulers to measure the string and this helps children to understand standardised measurement.
- Managers make effective use of the talented, well-qualified team to continuously improve everyone's practice. For example, they video practitioners and help them to identify the strengths of their teaching and what could improve. Experienced practitioners model practice for those who are learning.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and practitioners demonstrate a high level of vigilance regarding the protection of children in their care. They fully understand the local procedures for child protection and work in partnership with other settings effectively.

Practitioners teach children to manage risks to their safety. This is demonstrated really well when children participate in woodwork activities. They carefully hold the nails in place, then hit them with the hammer. They know that they must concentrate properly on the task in order to avoid accidents. Children adopt habits that contribute to their good health. For instance, they wash their hands thoroughly before they eat.

## Setting details

<b>Unique reference number</b>	307140
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10129138
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Fledglings Pre-School Nursery Limited
<b>Registered person unique reference number</b>	RP535153
<b>Telephone number</b>	0161 439 4039
<b>Date of previous inspection</b>	11 April 2016

## Information about this early years setting

Fledglings Pre School Nursery registered in 1993. The nursery employs 19 members of childcare staff. Of these, two members of staff hold qualifications at level 6, two hold qualifications at level 4, 11 at level 3 and one at level 2. A further two members of staff hold qualified teacher status. The nursery opens all year round from Monday to Friday. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

## Inspection activities

- The inspector and the nursery manager conducted a learning walk of the provision. They discussed the teaching and learning taking place.
- Several parents spoke with the inspector or provided written feedback. The inspector took account of their views.
- A meeting took place between the inspector, the provider, the manager, the deputy manager and the teacher. The inspector and the deputy manager carried out a joint observation of an activity.
- The inspector observed and evaluated activities and routines. She spoke with and played with children.
- Documents used in the provision were sampled as appropriate. The inspector checked evidence of the suitability of practitioners to work with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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