

# Inspection of Fledgelings Pre-School Brandon

Glade Academy, Knappers Way, Brandon, Suffolk IP27 0DA

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Inspection date: 13 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children thrive in this nurturing pre-school where every child really does matter. Older children talk confidently about their emotions and younger children point to pictures to explain how they are feeling. They understand that sometimes it is okay to feel sad or angry.

Children are confident because staff give them lots of encouragement and praise. They show this by happily approaching adults to involve them in their play.

Children learn lots of new words when talking with staff. For example, when mixing powder paint, they learn the word 'pipette' for the tool they use to add water one drop at a time.

Children behave in a respectful way and readily share their toys and resources. This is because staff act as good role models. Children are independent. They put on their coats, find equipment, and tidy up with very little help from staff.

Children benefit from being cared for by well-qualified and experienced staff. The atmosphere is calm and productive. Small groups of children play together with great concentration. For example, children are excited to find a millipede and staff show them how they can use a magnifying glass to look more closely at it. Together they look at a book about mini beasts to find out more about millipedes.

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

- The manager has a clear vision of the skills and knowledge the children need to learn before they leave the pre-school. All staff share this goal and work hard to put it into action. Following lockdown closures, some children had gaps in their learning. Staff quickly noticed this and adapted their plans. They gave children emotional support to help them settle back in and focused on helping children to share and to attend to their personal care needs.
- Parents say they feel very well supported at the pre-school. They know what their child is learning and how to help them at home. During lockdown, staff made weekly contact to make suggestions for their child's learning or to offer practical help. Many parents said that the manager had 'gone above and beyond' to help them, not just in lockdown but at other times too.
- Staff have a deep understanding of how children learn and the order in which they need to learn it. They use this knowledge to adapt activities so that any child can take part. For example, they encourage older children to write some recognisable letters from their name. They guide young children in holding a pencil correctly as they make marks.
- The manager and staff work tirelessly to make sure that children have exciting

opportunities to learn. Children are eager and curious to try new activities. High staffing levels ensure that children receive individual attention. Those who are not making progress as expected in their learning are swiftly identified and given extra help to reach their full potential. The manager has established excellent relationships with outside agencies and this successfully contributes to ensuring that children get the help they need.

- Staff have established good routines that children readily follow. They make good use of each opportunity to extend children's learning. For example, children and staff count down from five to zero before starting tidy-up time.
- The manager has a very good understanding of what the pre-school does well and what it needs to do better. She has a clear plan in place to develop and improve further. Staff well-being is a priority for the manager. This is done through regular welfare checks and supervision meetings. Staff feel well supported and understood by leaders.
- Staff know that one activity can be used to teach a range of different things. However, staff are not always clear about which skill or piece of knowledge they intend for children to learn in planned activities.
- Children develop the small muscles in their hands, using different materials and tools. However, staff do not consistently provide enough opportunities for older children to practise their physical skills. They do not do always challenge the most physically active children to help them learn to safely manage risks in their play.

## **Safeguarding**

The arrangements for safeguarding are effective.

The pre-school staff have good safeguarding knowledge and follow well-established reporting procedures. The manager is very proactive in taking action when necessary. The premises are safe and secure. Staff inform parents if their child has had an accident at the pre-school, and of the first-aid treatment given. The manager ensures that staff's safeguarding training and first-aid certificates are up to date. Staff understand the importance of asking questions, reporting, and recording safeguarding concerns, however minor. Staff and leaders understand the procedures to follow in the event of an allegation being made about a member of staff.

## **What does the setting need to do to improve?**

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

- provide more consistent support to help staff identify the intended learning for planned activities
- enrich opportunities for older children to take risks in their play and practise and refine their gross motor skills.

## Setting details

<b>Unique reference number</b>	2509444
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10092754
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Fledgelings Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP909652
<b>Telephone number</b>	01842 813987
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Fledgelings Pre-School Brandon registered in 1996 and re-registered in 2019 when it moved to its current site. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two have early years degrees. The pre-school opens from Monday to Friday, term time only. Session times are from 9am until 12pm and from 12pm until 3pm. The pre-school provides funded early education for children aged two, three and four years. It also takes children with early years pupil premium funding.

## Information about this inspection

### Inspector

Fiona Wood

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The inspector spoke to the children about their artwork and snack time. She also spoke to a range of parents about the pre-school now and how they had been supported during recent lockdowns.
- The inspector and manager completed a learning walk around the outside area and in both rooms. The inspector also talked to the deputy managers about the teaching and learning that is planned.
- The committee chairperson, manager and staff members spoke to the inspector about safeguarding procedures. Documentation for staff training and suitability was scrutinised by the inspector.
- The manger and the inspector carried out a joint observation of an activity.

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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