

# Inspection of Felicity's Fledglings

Trinity Street, Barnstaple, Devon, United Kingdom EX32 8HX

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Inspection date: 7 July 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 have positive relationships with their key person. Staff support children's well-being and help them to feel at home in the setting. Children settle quickly and seek comfort from staff when needed. Children are happy and enjoy playing with their friends. They have access to a wide range of age-appropriate resources that reflect all areas of learning. Children have access to a small outdoor area where they enjoy developing their physical skills. For example, they use different types of bikes and play jumping games.

Staff support children to understand right from wrong. Children show positive behaviour and follow instructions from staff. Opportunities for children to have daily walks in the local community are good. Staff help children understand safety rules. Older children know the expectations and stay in a line when going on outings.

During the COVID-19 (coronavirus) pandemic, staff ensured they kept in regular contact with parents via electronic communication. Staff also provided 'home learning packs' to parents to enable them to support their children's development at home. Upon children's return, staff sensitively support children's emotional development, helping them to settle quickly.

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

- Leaders have a clear understanding of their aims and the challenges that the setting faces. They are highly inclusive and welcome all families. For example, they have effective ways of supporting families from diverse backgrounds, including those that are disadvantaged. Staff recognise the uniqueness of each child and meet their individual needs.
- The key-person system is highly effective. Staff know children extremely well and quickly identify any gaps in children's learning. Personalised plans are in place to ensure that staff tailor learning to help children make good progress.
- Staff support children well, including those with special educational needs and/or disabilities, and children who receive additional funding. Leaders carefully monitor children's progress. They provide extra training for staff to ensure they support children effectively.
- Staff provide good opportunities for younger children to hear more words, such as spontaneously singing songs to children as they play. However, at times, staff do not extend older children's thinking skills, to help develop their communication and language further.
- Staff are positive role models for children. They encourage children to have good manners and to respect each other. Younger children show high levels of engagement in their play. However, staff do not consistently provide older

children with further challenges to enable them to engage in more-purposeful play. For example, children use basic shape cutters with dough but are not encouraged to use the dough in other ways to develop their fine motor skills even more.

- Leaders have effective recruitment and induction procedures for new staff. They effectively monitor staff performance and all staff have opportunities to observe each other, encouraging them to reflect on their own practice. Coupled with the setting's self-evaluation process, leaders and staff make positive changes to benefit children.
- Staff understand children's individual care needs. Daily routines promote children's independence and self-confidence. Staff encourage children to pour their own drinks and put their shoes on.
- Partnerships with parents and carers are effective. Parents share positive feedback about the setting. They state they are happy with the regular communication they receive from staff about their children's learning and development. Parents praise leaders for supporting families during times of need.
- Staff work effectively with other childcare settings and local schools. They share information about children's needs with other settings and meet with teachers to support children with a smooth transition when they start school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have thorough knowledge of child protection and know how to keep children safe. All staff are confident with the procedures to follow if they have any concerns about children's welfare. They attend regular training and stay up to date with new legislation. Robust risk assessments and policies are in place. Leaders review and update them regularly. Staff complete daily checks of the premises and report any concerns immediately. When children arrive and leave the setting, staff follow extra security measures to help keep children safe. For example, children understand that only staff can open internal gates that lead to entrance areas.

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

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

- strengthen opportunities to support older children's communication and language, to extend their vocabulary and thinking skills further
- provide more challenging experiences, particularly for older children, to build on what they already know and can do.

## Setting details

<b>Unique reference number</b>	EY561123
<b>Local authority</b>	Devon
<b>Inspection number</b>	10190929
<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 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	163
<b>Name of registered person</b>	Sluman, Felicity Sarah
<b>Registered person unique reference number</b>	RP561122
<b>Telephone number</b>	01271 370888
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Felicity's Fledglings registered in 2018. The nursery is located in Barnstaple, Devon. The setting is open Monday to Friday, from 7.30am to 6pm, all year round. The nursery receives free early education funding for children aged two-, three- and four-years-old. There are 25 members of staff, two of whom hold qualifications at level 6. 19 members of staff hold relevant childcare qualifications from levels 2 to 5, and four members of staff are unqualified.

## Information about this inspection

### Inspector

Amy Fedrick

## 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 provider and has taken that into account in her evaluation of the setting.
- The leaders and the inspector completed a learning walk and discussed the setting's aims.
- The inspector observed interactions between the staff and the children, and reviewed the impact on children's learning.
- The leader and the inspector completed a joint observation and discussed the quality of teaching taking place.
- The inspector spoke with staff, children and parents at suitable times throughout the inspection and took account of their views.
- The inspector sampled a range of documentation, including evidence of staff suitability and safeguarding records.

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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