

Inspection of Fledglings Early Years & Out Of School Care

101a Derinton Road, London, Surrey SW17 8HZ

Inspection date: 8 July 2021

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

What is it like to attend this early years setting?

The provision is good

Children of mixed ages are happy, enjoy learning and behave very well in this nurturing and friendly nursery. They are confident and independent as they keenly explore their environment indoors and outdoors. This shows that children feel safe and secure. For example, babies eagerly crawl and toddle with the encouragement of sensitive and caring staff. Children's communication and language skills are supported well and, overall, staff have high expectations of all children. Children learn a range of songs and nursery rhymes. They enthusiastically sing as they play. Older children keenly sifted sand through funnels and sang 'row the boat' as they splashed toy boats in a tray of water.

Staff constantly talk to children. They talk about past and present events and children's interests to spark their imagination. Older children point enthusiastically to photos displayed. They excitedly talk about a pet dog and activities they have enjoyed, further promoting their speaking skills, memory and recall. British values are embedded throughout. Children are taught to respect each other, take turns and share in every activity. All children are well prepared for the next stages in their learning and, in particular, for when they move on to school. For instance, children develop their self-help and social skills and eagerly write their names.

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

- The nursery curriculum is sequenced well so that staff can build on what children already know and can do. Children enthusiastically squeeze, squash and prod dough to strengthen small muscles and make marks with chunky chalk in readiness for later writing skills. However, on occasion, staff do not think carefully enough about how they can keep children engaged. As a result, not all children maintain their focus, particularly in the Robin room.
- Children learn about differences and similarities between themselves and others. For example, children eagerly compare each other's hair colour. The nursery is fully inclusive. Children take part in learning about other cultures and festivals, and they listen to other languages during story time.
- Children are keen and eager learners. For example, older children concentrate as they successfully use a screwdriver to screw bolts into wood. They learn new words, such as 'allen key' and 'clockwise', to extend their vocabulary. Babies show delight as they learn how to grasp a paint brush and make random marks with coloured paint. They begin to recognise the marks they enthusiastically make, although there are limited opportunities for the youngest children to explore through their senses.
- Staff skilfully teach children number patterns, colours, addition and subtraction to promote their mathematical skills. Younger children recognise coloured pom-poms and older children count marbles. The most-able children excitedly add

and subtract numbers beyond 10.

- Effective partnership working with parents and other professionals means children who start lower than national expectations or in receipt of additional funding quickly catch up. These children make the best possible progress from when they first start. Regular visits to the nursery from health professionals help staff to successfully support children for a consistent approach, particularly those children who need extra support in their learning and development.
- Parents speak positively about the nursery. They say that staff keep them updated about the progress their children have made since starting. Parents say their children are happy and enjoy coming to this 'nurturing nursery'. Parents appreciate the support they receive from the manager, who is also the special educational needs coordinator. She acts with integrity to ensure that all children, especially those with special educational needs and/or disabilities, make the most of their access to early education.
- Children learn the importance of a healthy lifestyle and good oral hygiene. They learn about the dentist as they role play and excitedly brush and clean pretend teeth. Children enjoy healthy snacks and learn about healthy food. They take good care of the beans, tomatoes and lettuce that they grow outdoors.
- The manager has a clear and ambitious vision, which she shares effectively among all staff. She successfully evaluates the quality of education, staff teaching skills and knowledge to help maintain or improve practice and the provision, and strive for continuous improvement. The manager recognises where improvements can be made.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm and keep them safe. They have a secure knowledge of the signs of child abuse and a broad understanding of wider safeguarding issues. They know what to do and who to contact if they have a concern about a child's welfare or if there is an allegation made against staff. The manager and leaders follow robust recruitment and induction procedures for all staff and agency staff. They successfully follow company procedures for ensuring the staff's ongoing suitability. The manager and leaders complete rigorous checks to ensure that only those suitable to work with children do so.

What does the setting need to do to improve?

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

- further enhance the baby room to provide more sensory interest for the youngest children and provide training for staff in how to support babies in exploring through their senses

- use what is known about children's abilities to plan group activities more precisely in order to maintain all children's engagement.

Setting details

Unique reference number	EY555160
Local authority	Wandsworth
Inspection number	10148155
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	49
Number of children on roll	43
Name of registered person	Childcare and Business Consultancy Services
Registered person unique reference number	RP517647
Telephone number	020 8672 7358
Date of previous inspection	Not applicable

Information about this early years setting

Fledglings Early Years & Out Of School Care registered in 2017 and is located in Tooting, Wandsworth. The setting employs nine members of staff. Of these, eight have relevant early years qualifications at level 2 and 3. The setting opens Monday to Friday from 8am to 6pm for most of the year. The out-of-school club operates Monday to Friday from 7.45am to 8.45am and 3.15pm to 6pm, as well as operating as a holiday club. The setting provides funded early education for children from two to four years of age.

Information about this inspection

Inspector
Jane Morgan

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 their evaluation of the provider.
- A joint observation was carried out by the inspector and manager to evaluate the quality of teaching and learning.
- The inspector and manager completed a learning walk across all areas of the provision to understand how the manager and staff organise the curriculum and environment.
- A meeting was held between the inspector and leaders to discuss arrangements for self-evaluation, safe recruitment and staff suitability.
- The inspector spoke to staff and parents at appropriate times during the inspection.

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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