

Inspection of Fledgelings Day Nursery (Romford)

Fledglings Day Nursery, 61 Eastern Road, ROMFORD RM1 3PB

Inspection date: 26 November 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 Good

What is it like to attend this early years setting?

The provision is good

The setting offers a welcoming environment, where children feel happy and confident. Children are settled and share warm and close relationships with the staff. This helps them to feel secure. Children confidently leave their parents at the front door, due to the COVID-19 pandemic, and quickly settle into the nursery routine.

Children's behaviour is good, and they are motivated to learn. Staff plan activities based on children's interests, they are excited and willing to have a go. Children enjoy playing outdoors, where they can develop their physical skills by running, jumping, and climbing.

Staff are good role models to the children. Children show respect for their environment by picking up toys and encouraging others to do the same. Children remind each other to wipe noses and cover their mouths when coughing. Children enjoy the healthy, home-cooked food. Children discuss why they need to eat all their vegetables and how it makes them 'big and strong'.

Children are friendly to one another and share activities together. They develop valuable social skills for the future. Babies enjoy playing with balls and climbing. Toddlers enjoying playing with the sand, exploring the texture and using spades to fill containers.

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

- The curriculum is effectively planned and sequenced. Staff regularly observe and track children's progress and plan exciting activities, which are based on children's interests and what they need to learn next. Any gaps in children's learning are identified and appropriate support put in place.
- Older children take turns to be helpers at lunchtime and assist in laying the table and putting out the place mats for each child. At times, toddlers are not encouraged to be independent and develop skills, such as putting on coats, hats, shoes and serving themselves at snack times. Sometimes, this results in these children not being able to develop and learn how to manage their own independence skills.
- Managers and leaders are dedicated and want the best outcomes for the children and families. Children who may be disadvantaged are quickly identified and appropriate support put in place. All children, including those with special educational needs and/or disabilities make good overall progress in relation to their starting points. This ensures children are not left behind and have early input to support their individual needs.
- Children who speak English as an additional language make good progress and

are well supported, staff learn key words in children's home languages and build on the language they already have. Children show curiosity by asking questions and sharing ideas with one another.

- Younger children enjoy listening to stories and singing songs, this helps them to develop their speech. However, at times, staff do not take opportunities to role model language to enhance children's opportunities to listen, learn new words and build on their growing vocabulary.
- Children have a strong sense of identity and can tell you what makes them special. Older children describe themselves as 'brave, friendly' and 'kind'. Toddlers form close bonds with other children and staff who care for them. Babies are settled and have a strong sense of belonging.
- Children concentrate during activities and use their mathematical and problem-solving skills. For example, they play in the water and consider which items will float or sink. Children are prepared for the next stage of learning, including moving on to school.
- Staff interact warmly with babies and during care routines, such as nappy changes and washing hands. They make eye contact and sing songs. This helps young children to feel safe and secure.
- Parents make use of a lending library of books, games, and activities, so children can carry on learning at home. They comment on how they look forward to taking these home and playing with their children. Parents speak highly of the setting and that they have a connection with the staff and other children.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of procedures to keep children safe. All staff have completed safeguarding training, including the manager and leaders who have completed training for the designated lead. Staff know the signs which may indicate a child is at risk of harm. This includes wider safeguarding concerns, such as female genital mutilation and the 'Prevent' duty guidance. Staff know how to report concerns. Staff closely supervise children and provide a secure environment to ensure children remain safe. When appointing new staff, the manager follows safe recruitment processes to ensure staff are suitable and have the skills they need.

What does the setting need to do to improve?

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

- support younger children to develop independence skills through daily routines
- improve support for younger children to extend their vocabulary and enhance their developing communication skills.

Setting details

Unique reference number	EY349789
Local authority	Havering
Inspection number	10209880
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	68
Name of registered person	Maxvale Limited
Registered person unique reference number	RP905795
Telephone number	01708 757 461 tem nr 01708753802
Date of previous inspection	17 November 2016

Information about this early years setting

Fledgelings Day Nursery (Romford) registered in 2007 and is located in the London Borough of Havering. The nursery is open Monday to Friday from 7.30am to 6.30pm, for 51 weeks of the year. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs 19 staff on a full and part-time basis. All staff working directly with the children, including the manager, hold appropriate early years qualifications ranging from level 2 to 6.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This is the first routine inspection the setting has received since the COVID-19 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.
- The manager and the inspector completed a learning walk. The manager explained to the inspector what they want children to learn at the nursery.
- The manager carried out a joint observation with the inspector. They looked at how well staff teach children and what they want them to learn.
- The inspector held discussions with manager, leaders and staff throughout the day.
- The inspector spoke with parents and gathered their views about the experiences of the nursery. The inspector also viewed written feedback form parents.
- The inspector observed children at play throughout the nursery, both indoors and outdoors.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, Disclosure and Barring Service checks and first-aid certificate.

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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