

Inspection of Fledgelings day nursery (Hornchurch)

103 Suttons Lane, Hornchurch, Essex RM12 6RR

Inspection date: 28 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and thrive in this stimulating and welcoming environment. Staff are friendly and caring. They form secure attachments with children, resulting in children feeling safe and valued. Children settle in well and develop the confidence to explore the many interesting activities and resources the setting has to offer.

Children behave very well. Staff are positive role models and have high expectations of children's behaviour. They show respect and listen to what children say. They provide gentle reminders and explanations to help children learn about rules and boundaries. Children show respect for others, encouraging their friends to join in and take turns during activities.

Children are curious and motivated to learn. Babies are excited to mix paints, using their hands to explore the texture. Older children enjoy playing outdoors in the mud kitchen, where they pretend to cook with natural materials. Toddlers love listening to stories and singing familiar songs, where they learn to develop their early language skills.

Leaders and staff work well together. They have high expectations of all children, including those with special educational needs and/or disabilities and those who speak English as an additional language. They work hard to ensure that children's needs are quickly identified and that they receive early input.

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

- Staff receive effective support from managers and value regular supervision meetings. All staff are professionally qualified. Staff say that they are well supported, both personally and professionally, by leaders. Good induction, support and training opportunities enable staff to clearly understand their roles and responsibilities. Staff use an online system for recording children's development and to communicate with parents. This has reduced paperwork and enables staff to spend focused time with children.
- Staff regularly observe, plan and provide creative and exciting experiences which children engage with and enjoy. All children are making good progress across the seven areas of learning. Children rapidly learn new words through singing songs, listening to stories and conversations. Staff know their children well and quickly identify any gaps in their learning. The curriculum is ambitious and challenges all children, who are well prepared for the next stages of learning.
- Children confidently develop their independence and self-care skills. They independently select toys and resources that they want to play with, and take the lead in this. Staff teach children to learn tasks such as putting on coats and hats and washing and drying their hands independently. Children understand

that this is important 'to keep them warm and wash germs away'. However, routines such as lunchtime are not always well managed compared to other routines in the setting. Children can spend a long time waiting and conversations do not always stimulate them.

- Staff help children to manage their emotions by talking to them and encouraging them to think about their feelings for others. Children say that they feel happy at nursery but sometimes miss their parents. Staff reassure children that it is acceptable to be happy, sad or angry and that it is important to talk. Children are proud when asked to carry out tasks such as helping to tidy up and laying the table for lunchtime. They thank each other for their hard work and share praise, for example saying, 'Wow, we've done it.'
- Children of all ages develop their physical skills very well. Babies learn to sit up, crawl and walk confidently. Older children throw, run, jump and learn to balance on beams. Staff plan effective opportunities for children to strengthen muscles in their hands. Children draw shapes in the sand and use scissors. They use tongs to pick up letters and make play dough, which they squash, pinch and pull. This helps ensure children are well prepared for writing.
- Partnerships with parents are strong. Staff update parents on what their children have done through daily discussions. Learning is shared via an online system which parents describe as 'fantastic and brilliant'. Parents share ideas on what to plan next. Children have been learning about dental care and parents value the support and information the setting has given them to carry this on at home. Parents feel supported by the setting, especially during transitions and settling of new children.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of procedures to keep children safe. They are clear about their role and responsibility in safeguarding children. All staff have completed robust safeguarding training. Staff know the signs which may indicate a child at risk of harm and know how to report concerns. Staff closely supervise children and provide a secure environment to ensure children remain safe. Staff regularly assess areas used by children and identify and remove any risk or hazard. There are thorough procedures and checks in place to ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff's knowledge on the management of daily routines, especially mealtimes, so that all children remain engaged and conversations are meaningful and challenging.

Setting details

Unique reference number	EY269379
Local authority	Havering
Inspection number	10217378
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	64
Number of children on roll	83
Name of registered person	Maxvale Limited
Registered person unique reference number	RP905795
Telephone number	01708440900
Date of previous inspection	14 June 2017

Information about this early years setting

Fledgelings day nursery (Hornchurch) registered in 2003 and is located in the London Borough of Havering. It is open each weekday 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 17 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 level 6.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This was the first routine inspection the provider 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.
- Leaders led the inspector on a learning walk and told the inspector about what they want children to learn at the nursery.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach children and what they want them to learn.
- The inspector held discussions with the nominated individual, manager, leaders and staff throughout the day.
- The inspector spoke with parents and gathered their views about the nursery.
- The inspector observed children at play throughout the nursery, both indoors and outdoors.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, and at their Disclosure and Barring Service (DBS) checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022