

Inspection of Fledglings Pre-School

Upshire Primary Foundation School, Upshire Road, Waltham Abbey, Essex EN9 3PX

Inspection date:

14 July 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The provider has failed to inform Ofsted of changes to the committee to allow suitability checks to be completed. Despite this, children are safe and secure at the pre-school. Younger children turn to staff members for cuddles and reassurance. Older children talk about how they are feeling as they participate in group time. They sing a familiar song as they pass the 'feelings monster' around. Children develop the ability to explain their feelings in more detail. They talk about the people that make them feel happy.

Children talk about the work they create. They confidently explain what each part of their picture is to staff. Children remember that they cannot take some of their work home with them as the equipment they use needs to stay at pre-school. They proudly hold up their pictures so staff can take a photo of their work for them. This provides children with the opportunity to share their work with their families and recap on their previous learning.

Children enjoy stories with staff both indoors and outdoors. Younger children listen with interest. They respond positively when staff ask them questions about what they can see in the pictures. Older children confidently join in with repeated phrases. They begin to anticipate what will happen next, sharing their ideas with those around them. This helps children to understand how to structure stories and builds on their communication skills.

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

- The provider has not informed Ofsted of new committee members in a timely manner so that they can complete the relevant checks. However, the new committee members do not have unsupervised contact with children or have sole responsibility in making decisions that affect children's well-being.
- Children with special educational needs and/or disabilities receive strong support. Staff rapidly identify children who may need extra help. They share strategies and ideas with parents. This provides children with consistent messages between home and the pre-school. Staff identify appropriate targets and monitor these closely. This helps children to make good progress.
- The manager has been in her role for a short period of time. Leaders support her well and encourage her to make positive changes to the pre-school. She provides staff with training opportunities and staff now have more responsibilities within their roles. This results in staff feeling more valued and involved in the running of the pre-school.
- Children enjoy playing in the water outside. They laugh with delight as they take turns to squeeze water in tubes, watching it splash out of the sides. They wait patiently for their turn. Staff instinctively incorporate counting into children's play

as they remind children how many turns they get. This helps children to understand how numbers relate to their everyday play.

- All staff interact positively with children. They talk to children kindly. Some members of the staff team speak multiple languages. This helps them to communicate effectively with children who speak English as an additional language. For instance, they speak to children in Polish. Staff repeat what they have said in English to involve all of the children in the discussion.
- The pre-school staff have strong links with the main school. Children regularly visit their new classrooms and the wider school building. For instance, they eat lunch in the school hall to prepare them for their move. Children join in with school assemblies. This helps them to feel part of the wider community.
- Children are keen to complete tasks for themselves. They find pens to write their names on the work they create. However, staff do not consistently support children to build on their independence fully. For instance, they instinctively open packets for the oldest children when they eat their lunch without encouraging them to do this for themselves.
- Sometimes, the current structure of the session means that children have their play interrupted. For example, younger children eagerly choose toys to play with when they arrive at pre-school for the afternoon. However, staff interrupt their play to engage everyone in a whole-group time. Children struggle to focus as they are keen to return to the toys they were playing with. As a result, children do not always get the most out of the activities that staff plan for them.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular safeguarding training to keep their knowledge up to date. They have their ongoing suitability checked by leaders regularly. Staff recognise the signs of abuse and neglect. They understand the process to follow should they need to raise concerns regarding children's welfare. Staff are aware of the possible signs that a child may be at risk of exposure to extreme views or behaviour. They know how to raise concerns regarding their colleagues and how to escalate these further if their concerns are not appropriately addressed.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide Ofsted with the necessary information relating to new committee members in a timely manner so that all suitability checks can be completed.	11/08/2022

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

- support the oldest children to complete tasks independently so that they are fully prepared for their move on to school
- adapt the structure of the session to minimise interruptions to children's play so that they can make the most of their learning opportunities.

Setting details

Unique reference number	EY456189
Local authority	Essex
Inspection number	10233872
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	2 to 11
Total number of places	52
Number of children on roll	190
Name of registered person	Fledglings Committee
Registered person unique reference number	RP532160
Telephone number	01992715567
Date of previous inspection	15 September 2016

Information about this early years setting

Fledglings Pre-School registered in 2012. The pre-school employs 12 members of childcare staff. Of these, 11 members of staff hold appropriate early years qualifications at level 2 or above. The pre-school operates Monday to Friday, from 8.45am until 3pm, through school term times. Additionally they provide before- and after-school care from 7.30am to 8.45am, and 3.15pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the provider 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 inspector completed a learning walk where the manager discussed the curriculum provided and what they intend children to learn.
- The inspector and the manager observed staff's interactions with children. They discussed the impact of these on children's learning.
- The inspector spoke to parents and gathered their views and opinions.
- The inspector viewed a range of documentation, including staff suitability documents.

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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