

Inspection of Fledglings Nursery School

The Hop Kilns, Suckley, Worcester WR6 5EH

Inspection date: 15 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into the nursery with a warm smile and a supportive cuddle from their key person. Children who come in after circle time has started settle quickly into the routine because the key person explains what is happening. Children recognise the facial expressions depicting different emotions that staff make, such as happy or sad. They also feel happy to explore the wide range of different activities that are happening throughout the day. Children enjoy craft activities. Older children draw angry or happy faces on stones, while younger children paint a tree and stick their family pictures on it.

Children display positive behaviour towards each other. A good example of this is when they line up and wait to wash their hands before mealtime. During snack time, children use their manners and are gently reminded by staff on the odd occasions they forget. Children are respectful to each other. They ask their peers if they have finished with their cups and plates before removing them. Children are encouraged to be independent by finding their own coat pegs and putting their coats away. Younger children actively join the 'train line' as they line up in single file. This helps them to move safely inside and outside the setting.

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

- The management team and staff work together to provide a calm and nurturing environment for children to thrive. Managers have clear goals for what they want children to learn before leaving the setting. Children's independence is promoted by encouraging them to be able to use cutlery and to dress and undress themselves. Staff have close links with teachers at the local school and work with them to help children with the transition on to school.
- Key persons get to know their children well. They provide activities that support children's interests and ensure learning experiences and development are enhanced. Key persons use children's starting points to help them plan activities that are linked to their next steps. This ensures children make good progress in their development and learning.
- There is a focus on language in the setting. Staff support language by modelling it through the activities. During the hunt for shapes, staff focus on the shape and repeat words to support the children's vocabulary. They introduce additional words and phrases, such as 'look high' or 'under the leaves', and demonstrate the meaning through action. However, this is not consistent throughout the nursery. Babies do not always have the experience of hearing a diverse range of language to support their vocabulary.
- Key persons have good knowledge of children's development and put in place early interventions to support children who may need additional support. This means children with special educational needs and/or disabilities get the support

from the correct agencies. Children work with their key person on a one-to-one basis to complete specific tasks that are planned to enhance their individual learning needs.

- Parents talk about the positive relationship they have with the staff. They are kept informed about their child's development through an app and receive verbal feedback as well as written reports. Parents of children who have only been attending for a few weeks comment on how grateful they are to staff. They say that staff use various ways to keep them informed about how their child is settling into nursery. For example, they make phone calls or send a message through the app. Parents say how this has been reassuring for them.
- Children take part in a weekly session of dancing and begin to understand how to move their body to music. This helps to support their physical development and strengthens core muscles. Children show their enjoyment as they smile and try hard to follow the movements.
- Staff feel well supported. They benefit from regular supervision meeting and appraisals. In addition, they can talk to the management team at any time. Staff attend training that is relevant to their interests and the needs of the children, to further their skills and knowledge. They feed back what they learn to other staff and implement what they learn to benefit children. For example, they talk about behaviour management training they have attended and the positive impact it has had within the setting.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know their roles and responsibilities in keeping children safe from harm. Managers continually update their safeguarding knowledge and share this with staff at staff meetings. Staff understand the whistle-blowing policy and are familiar with the procedures to report any concerns about a child or a member of staff. The premises are safe and secure. Daily checks and risk assessments are carried out to ensure children's safety at all times.

What does the setting need to do to improve?

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

- support staff working with younger children to understand how to expose them to more language that will enhance their communication and speaking skills.

Setting details

Unique reference number	EY480033
Local authority	Worcestershire
Inspection number	10236420
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	0 to 4
Total number of places	37
Number of children on roll	27
Name of registered person	Marskell, Freya
Registered person unique reference number	RP516850
Telephone number	01886884088
Date of previous inspection	14 September 2016

Information about this early years setting

Fledglings Nursery School registered in 2014 and is in Suckley, Worcestershire. The nursery school employs eight members of childcare staff, including the provider who is the manager. The manager holds early years professional status and five staff hold appropriate early years qualifications at level 3. The nursery school opens Monday to Thursday, from 8am until 5pm, and on Friday from 8am until 3.30pm, during school term time. The nursery school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jos Bucknall

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, the deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.

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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