

Inspection of Fledglings Ltd Worsley

Fledglings Ltd, 2 Hazelfields, Worsley, Manchester M28 2LS

Inspection date: 20 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and settled in this homely and welcoming environment. They have formed strong attachments with the adults around them. Leaders and staff have worked tremendously hard to ensure that children settle. They know children exceptionally well as they move from home to nursery and move up to new rooms. Children display vast amounts of confidence to voice their opinions and explore the environment. This is a result of the safe and secure environment that has been purposefully set out for the children.

Children's behaviour is exemplary. Staff have expertly created a clear and respectful culture with children, who understand the expectations. Routines are well embedded. Even young children know the expectations of parts of the routine, such as group time. At group time, young children sit down, beautifully engaged in the experience for long periods of time.

Staff have created an exceptional learning environment. Children develop an excellent understanding of the world around them. Older children take ownership of their own risk. They go outside and assess areas of the outdoors that may be a risk. For example, if it has been raining, the slide will be slippery. They relay this information back to their peers to help keep them safe. Skilled staff provide experiences to children about equality and diversity. For instance, children examine beans, looking at similarities and differences, which enables them to have discussions with staff about what makes them unique. In addition, they explore books about people from different cultural backgrounds, which allows them to make the connection that all things and all people are unique. These experiences teach children about respect and understanding of the world around them, preparing them for life in modern Britain in a creative way.

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

- Leaders are clear on what they want children to achieve. Staff are highly skilled and knowledgeable about implementing the curriculum and adapting it to meet the emerging needs of the children. Each key person is able to effectively demonstrate how they will achieve the high expectations set for each individual child. This leads to effective individual assessments, resulting in precise next steps to further children's learning so that they continue to make excellent progress.
- Throughout the nursery, there are consistently high levels of interaction with children. Skilled staff demonstrate a strong understanding of how to further children's communication and language skills. Staff who work with young babies have created a warm and welcoming environment where children freely explore making sound. Babies will babble at staff while banging musical instruments,

and staff respond with loving expressions, saying words such as 'Bang, Bang'. Through thoughtful interactions, babies learn about the two-way-flow of communication and are developing the skills they need to become highly skilful communicators.

- Staff who work with older children use effective, thought-provoking questions and techniques to develop children's critical thinking. For example, staff make statements to children that are clearly incorrect. Children will then correct staff. They use words such as 'because' to further explain their understanding of why the statement is incorrect. These techniques create fluent communicators.
- The special educational needs coordinator (SENCo) demonstrates extensive knowledge of supporting children with special educational needs and/or disabilities. She has high expectations for the children she is working with. The SENCo has formed positive working relationships with external agencies and the local authority SENCo. Parents reiterate that children's needs are well supported. This results in children making excellent progress in their development.
- Children behave exceptionally well. Staff use different techniques, which are individual to the children, to manage the children's behaviour. This demonstrates that they understand that every child is unique and needs support in different ways. Staff discuss the benefits of allowing children who sometimes struggle with regulating their behaviour to run around outside in the fresh air in the morning to help with their concentration. Staff are clear and concise with children and know why they need to behave a certain way. This teaches children how to regulate their own behaviour effectively and how it may impact on others.
- Children consistently show high levels of engagement in their learning, particularly at story time. Staff find inventive ways to enhance children's learning experiences and read with enthusiasm. For example, while reading a story, staff use sensory objects that relate to sections of the story for children to explore while listening. This promotes children's concentration and is forming a love of reading.
- Leaders have put a high emphasis on promoting children's health and well-being. Staff skilfully build on what children know and can do. For example, oral hygiene is superbly embedded throughout the nursery. Starting with babies, they explore toothbrushes to music to create a foundation of understanding to build upon. The result of this is that pre-schoolers can clearly explain the importance of keeping their teeth healthy. Independence stations are in each room. This promotes self-care skills such as wiping their noses and washing their hands. These experiences promote the importance and understanding of healthy lifestyles.
- Leaders and staff understand the significance of having an effective key-person system. The nursery environment is set out into small, well-thought-out spaces in which children can spend time engaging in meaningful experiences in small groups with their key person. This leads to children feeling secure and confident in their environment.
- Leaders focus on creating a team of people who are highly effective in their professional development. They work closely with the team to evaluate any training needs. Leaders understand the specific impact that the COVID-19

pandemic has had on children. They use the knowledge and understanding they have about the children in their care to find specific training to enhance staff skills. From the training provided for baby room staff, they have inputted specific techniques and resources into the rooms. This has supported children's emotional development and security.

Safeguarding

The arrangements for safeguarding are effective.

Leaders continually reflect on the environment. Staff complete regular reviews of accident records to identify any changes that may need to be made to make the environment even safer. Staff use a robust sign in and out system to make sure that when children move around the different areas in the nursery they are supervised effectively. Leaders and staff have an extensive understanding of safeguarding procedures and a wide range of child protection issues, such as radicalisation of children and female genital mutilation.

Setting details

Unique reference number	307497
Local authority	Salford
Inspection number	10259061
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	1 to 4
Total number of places	104
Number of children on roll	129
Name of registered person	Fledglings Ltd.
Registered person unique reference number	RP905850
Telephone number	0161 281 2821
Date of previous inspection	6 February 2018

Information about this early years setting

Fledglings Ltd Worsley registered in 1995 and is located in Worsley, Manchester. The nursery employs 33 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or above, and two hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Valek

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and SENCo/training manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the managers.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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