

Inspection of Fledgelings Nursery

Grove Green Community Hall, Penhurst Close, Weaving, Maidstone ME14 5BT

Inspection date: 26 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive very happy and are greeted with a warm welcome. They separate well from their parents and carers at the door. Children confidently look for their photo to self-register on arrival. This helps them to develop a sense of belonging. Children demonstrate that they feel secure and settle well. They explore the environment independently and quickly become absorbed in purposeful play opportunities. For example, they choose different colours of paint and use brushes and sponges to create pictures. Staff talk to children to ask what they are painting, which helps to encourage children's thought processes.

Staff provide ample opportunities for children to develop their confidence and gain independence. Children learn to wash their hands, wipe their nose, serve snack and pour themselves a drink. Children show delight in having their own responsibilities. This helps children to learn skills in readiness for their move on to school.

Children behave well. Staff give clear and consistent messages that help them to understand what is expected of them. Children build good relationships with their key person and familiar staff. These effective relationships help children to feel safe and seek reassurance when needed.

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

- The provider has a strong vision and clear intentions for what she wants children to learn. Staff demonstrate a good understanding of the areas of learning and development and how to implement these. For example, young children develop their fine motor skills as they use their hands to squeeze water from sponges into containers. Older children begin to develop the skills needed in readiness to start school. They follow instructions, explore their own ideas and engage in two-way conversations with their peers.
- Staff know their key children well. They understand the progress they have made and the next steps in their learning. They then carefully consider how to use children's interests to support them to achieve these next steps. Consequently, children make good progress in their development.
- Staff support children's health well. Children learn about making healthy food choices and enjoy nutritious snacks. Furthermore, children have daily opportunities to develop their physical skills. They freely access the outdoors, where they can run, climb, ride bicycles and practise their balancing skills.
- Staff work in close partnership with parents and share daily communications with them. Parents comment that they are extremely happy and their children are making good progress. Staff share children's learning needs and provide ideas of what parents can do at home to support their children's learning further.
- Overall, children have positive attitudes to learning. For example, they are

curious to measure water in various ways. However, at times, staff interrupt children's independent play and encourage them to engage in their planned activity. This impacts on children's learning and their ability to build on their own ideas further.

- Staff receive regular supervisions and attend team meetings. The provider places a strong emphasis on promoting staff's well-being. Staff comment that they feel well supported. They are encouraged to evaluate and share their ideas to improve practice. Staff receive a thorough induction and complete mandatory training. However, training is not specifically targeted to help staff build on their already good teaching to raise to an even higher level.
- Staff use opportunities throughout the day to promote British values. Children are encouraged to listen to each other and value each other's opinions. They take part in cultural celebrations, helping them to celebrate similarities and differences.
- Children's communication and language skills are promoted well. Staff speak to children as they play, use a good commentary and lots of repetitive language. This helps to widen children's vocabularies. Children use words such as slimy and sticky to describe the texture of the salt dough mixture. Children who speak English as an additional language have their needs met well. Staff value and respect children's home languages and learn key words to help children settle into the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and improve the organisation of routines, so that they do not unnecessarily interrupt children's learning opportunities
- strengthen the support for staff to develop their practice further and continually build on their knowledge and skills.

Setting details

Unique reference number	2641487
Local authority	Kent
Inspection number	10304872
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	20
Name of registered person	Jasim, Sana
Registered person unique reference number	2641489
Telephone number	07449170532
Date of previous inspection	Not applicable

Information about this early years setting

Fledgelings Nursery registered in 2021. It is located in Maidstone, Kent. The nursery receives funding for early education sessions for children aged two, three and four years. The nursery is open Monday to Friday, from 9am to 2.30pm, during term time only.

Information about this inspection

Inspector

Nicky Chambers

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 the inspector completed a learning walk of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided , indoors and outdoors, and assessed the impact that was having on children's learning.
- The inspector carried out a joint observation with the provider and assessed the impact of teaching on children's learning.
- The inspector held discussions with staff and children and gathered feedback from parents and took account of their views.
- The inspector sampled a range of documentation, including staff vetting and recruitment and their qualifications.

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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