

Inspection of Fledglings on the Common

Bolingbroke One O'clock Centre, Chivalry Road, London SW11 1HT

Inspection date: 1 November 2024

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 enter the nursery with smiles and excitement and tell staff about their time since they were last in the nursery. The nursery is a core part of the local community and families report a strong sense of belonging. Staff place children at the heart of everything they do. They work with parents to gather detailed information about the child's interests, routines and care needs before they start at the nursery.

Staff are positive role models and never miss an opportunity to praise a child's achievements or behaviour. They treat children with kindness and are quick to respond when children may need a cuddle. Staff have high expectations for the children and provide multiple opportunities for them to understand their emotions and feelings and the impact on others. Children show kindness and empathy to each other.

The curriculum is well sequenced, and in general, staff successfully implement the intention for learning. Children delight in developing growing confidence in using scissors. Staff extend this activity to cover more areas of the curriculum while providing a variety of linked experiences, such as introducing size and measure while children cut flower petals.

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

- Children get to spend plenty of time outdoors every day, and there are regular opportunities for all children to use planned learning opportunities in the outdoor space, such as sharing a story in the forest area. Children are well supervised, and the required adult-to-child ratios are adhered to.
- Staff plan and provide broad learning experiences for the different ages of children, based on the children's interests. Children have opportunities to make their own choices, as resources are at their level and accessible. This helps children to engage in purposeful play.
- Staff use recall effectively, talking to the children about their previous experiences. This helps to cement learning and allows staff and children to discuss past events while also applying the learning to new contexts.
- Children make good progress in their learning, overall. However, there are times when staff do not place sufficient focus on the skills children need to develop in order to extend their learning further. For example, during an activity, staff are unsure of the names of flowers they are looking at with children. Knowing these would help children to learn new words and extend their vocabulary.
- Staff support children's positive behaviour and act as good role models. For example, older children receive rewards for acts of kindness or achievements and delight in adding a marble into the jar. They excitedly talk about what toys

they would like to have in the nursery as a reward. Children's behaviour is good. However, at times, some staff are not consistent in giving children the additional support they need, particularly during times of transition.

- Parent partnerships are strong. Parents clearly appreciate and value the personable nature of the team, especially the management team. They report a recent increase in extensive information that staff share regarding children's experiences, with the introduction of a parent app and parent evenings. This ensures that parents are more informed and involved in their child's learning and understand how they can extend this at home.
- Leaders and staff know the skills they want children to have by the time they go to school. They have worked with local teachers to identify what children need to be able to do to support them in their next stages of learning. They build children's social skills and ability to listen to instructions. Children are confident communicators and keen to share their ideas. They are well prepared for the transition to school.

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:

- place greater focus on the skills children need to learn to promote their learning further
- ensure that all children receive the support they require, particularly when routines change throughout the day.

Setting details

Unique reference number	EY467365
Local authority	Wandsworth
Inspection number	10355216
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	28
Number of children on roll	32
Name of registered person	Childcare and Business Consultancy Services
Registered person unique reference number	RP517647
Telephone number	02077381958
Date of previous inspection	21 November 2018

Information about this early years setting

Fledglings on the Common registered in 2013 and is located in the London borough of Wandsworth. The nursery employs 10 members of staff, including the manager. Of these, three hold appropriate early years qualifications at level 3, and one holds a relevant qualification at level 2. It is open Monday to Friday, 8am to 6pm. The nursery offers the government funded places for childcare.

Information about this inspection

Inspector

Sarah Phillips

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- 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 spoke to several parents during the inspection and took account of their views.

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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