

Inspection of Little Fledglings Nursery

Ferring C Of E Primary School, Sea Lane, Ferring, Worthing BN12 5DU

Inspection date: 13 December 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 settle very well and build meaningful friendships with each other. For example, young children who are excited about outside play invite friends for a game of football. Babies start to recognise when their friends are sad and offer a hug, mirroring what they see from staff. This helps children gain the skills they will need to build positive future relationships. Children develop secure attachments with staff, who are kind, respectful and provide all children with a voice. For instance, staff seek permission from children before they change their nappy. If children decide they are not quite ready, staff will return later. This helps children gain autonomy over their bodies and develop a secure sense of self.

Children have lots of opportunities to explore the world around them through outings and purposeful experiences. For example, children go on weekly trips in the minibus to places of interest. They visit parks, where they can challenge their physical skills on large-scale equipment. Children develop an understanding of where food comes from and why certain foods are healthy as they make pizza to take home and share with their families. Children develop their mathematical skills as they weigh and measure ingredients to make dough. These interesting experiences encourage children to be curious and motivated learners.

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

- Leaders and staff create an ambitious curriculum that is well-sequenced and focuses on what children need to learn next. Staff get to know children well and use their interests to deliver the curriculum. Staff show skill as they consistently deliver high-quality interactions that incorporate children's next steps in learning. This helps all children, including those with special educational needs and/or disabilities, make steady and secure progress from their starting points.
- Staff use familiar stories, books and rhymes to help children hear new words repeatedly. This helps develop children's knowledge, pronunciation and vocabulary. For example, young children and staff have lots of fun as they sing and act out songs together. Children show that they remember previously introduced words as they follow the song's instructions and point to various parts of their bodies. Both children and staff show genuine joy in each other's company as they sing the words to the song. Older children learn new key words that relate to the story 'The Gingerbread Man'. Staff skilfully incorporate these words into each activity, which enables children to practise these new words under different conditions, embedding their knowledge.
- Children have an abundance of opportunities to develop their physical skills. This helps prepare their bodies well for future learning, including writing. For example, children develop their balance and coordination as they skilfully steer ride-on toys in the garden. Staff extend children's skills further as they introduce

cones for children to weave in and out of. Children take on the challenge with gusto and take turns in repeating the circuit. Babies learn how to kick balls with purpose, and staff celebrate their attempts. This motivates babies to keep trying. Children have opportunities to develop their fine motor skills. For instance, they make marks with purpose using a range of tools and knead and manipulate play dough.

- Children learn how to keep themselves safe and healthy through effective hygiene routines and meaningful interactions. For instance, staff support children to wash their hands before meals and after using the toilet. They model effective handwashing methods and explain why this is important in keeping germs at bay. During mealtimes, staff initiate discussions around healthy habits. Children learn that vegetables contain 'vitamins' that are good for their bodies. Children take turns in identifying the different vegetables they find in their meals.
- Overall, children are familiar with the routine and transition through the day with ease. For example, children demonstrate that they understand what is expected of them as they tidy up after themselves without prompting. However, some activities do not benefit from the same level of planning as others. For example, babies are seated first at lunchtime. Staff feeding babies in highchairs provide meaningful interactions as they encourage and teach babies techniques to help them spoon-feed themselves. However, the eager arrival of older children ready to be seated for their lunch can distract babies from their food and interrupt their social interactions.
- Staff establish relationships with parents, who speak highly of the care and early education their children receive. Staff support children's continuous learning very well through their partnerships with parents. For example, staff oversee a community 'lending book library' that enables parents to borrow and donate books, promoting shared reading at home.

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:

- refine routines, specifically those related to mealtimes, to ensure babies have opportunities to develop their social and feeding skills.

Setting details

| | |
|--|---|
| Unique reference number | 2711232 |
| Local authority | West Sussex |
| Inspection number | 10372500 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 0 to 5 |
| Total number of places | 32 |
| Number of children on roll | 52 |
| Name of registered person | The Childcare Club (Worthing) Ltd |
| Registered person unique reference number | RP535332 |
| Telephone number | 07825828449 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Fledglings Nursery registered in October 2022 and operates from the grounds of Ferring C of E Primary School, in Ferring, Worthing. The setting is open from 7.30am to 6pm, Monday to Friday, all year round. They employ 14 staff, 12 of whom have relevant qualifications ranging from level 3 to level 6. The provider is in receipt of government funding for children who are eligible.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the manager, staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with parents and sampled written feedback from them 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.

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 2024