

Fledglings Nursery & Preschool

Fledglings, Chesham Road, Berkhamsted, Hertfordshire, HP4 2ST

Inspection date	19/12/2014
Previous inspection date	18/08/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The good quality of teaching promotes children's interest and curiosity in learning. In turn, this helps to prepare them well for starting school.
- Staff are adept at managing children's behaviour and finding ways for them explore their natural exuberance and energy in a positive manner.
- The staff are warm and affectionate with all children. Therefore, babies settle quickly and, as they grow and change rooms, they form secure attachments to the familiar people who care for them.
- There are robust recruitment and induction procedures for new staff. Along with thorough policies and procedures, this underpins the staff's good ability to safeguard children.

It is not yet outstanding because

- Staff do not always support all parents to find out about and use the range of methods available to exchange information about children's learning on a daily basis.
- Younger children have fewer opportunities to develop their understanding of the world through imaginative play than children in other age groups.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager and deputy manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of staff members, and a range of other documentation, including the safeguarding procedures.

Inspector

Hayley Marshall

Full report

Information about the setting

Fledglings Nursery & Pre-School was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained, single-storey building surrounded by the grounds of Ashlyns Hall, Berkhamsted. The nursery serves the local area and is accessible to all children. It operates from seven rooms and there is an enclosed area available for outdoor play. The nursery also has full access to the surrounding grounds of Ashlyns Hall. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above, including one with Qualified Teacher Status, specialising in music. The nursery opens Monday to Friday, 51 weeks a year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There is a collection service to four local schools for children in the early years age range to provide wrap-around care. There are currently 112 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance relationships with parents by guiding them as to where and how they can exchange more day-to-day information about young children's learning and development
- extend opportunities for children's imaginative play in the two-to-three year-old room, by increasing ways for them to understand and learn about the world through role play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The good quality teaching children experience at the nursery assures their good progress. Staff plan a balance of child-led and adult-led activities. These focus upon what interests children and promotes their curiosity and interest. For example, in the pre-school room, children join in a group singing activity. This not only supports their development in expressive arts and design, but also their communication and language skills. The children sit silently listening, as the member of staff tunes their guitar and they identify the changing sound. They sing along with enthusiasm, recalling the words to their favourite songs and moving their bodies in time to the music. Staff help younger children to develop their speech through listening and responding to the sounds they make. By talking with children, asking them questions and introducing them to new words, staff teach children to become confident communicators. They pick up upon babies' non-verbal

communication and respond to them. Staff take every opportunity to promote children's mathematical learning in everyday activities. This helps to embed ideas, such as counting and comparing size when cooking. Staff make story times interactive. They read books and encourage children to find the hidden numbers around the room as they are mentioned within the story. This fusion of mathematics and literacy encourages children's recognition of numerals and critical-thinking skills in a way that is accessible, exciting and engaging.

Staff encourage children to enjoy developing their physical skills. Pre-school children take delight in showing their attempts at writing. Younger children develop the muscles in their hands, which they need for writing, by playing with dough and earth. This sensory learning engages children's curiosity and intrigue. They spend time modelling and shaping the dough into biscuit shapes, as they re-enact cooking activities they engage in. Staff build upon what children already know and provide ways for them to further develop and enhance their skills. As a result, children become confident in their own abilities and display the characteristics they need to be successful learners. In turn, these good attitudes prepare them well for starting school. Children enjoy their time at the nursery and are busy throughout their day. The staff maximise the use of the garden areas as children learn in the outdoor classroom. This successfully marries up the indoors and outdoors where children have the chance to play with a mud kitchen and explore creative activities, such as painting. This helps children to be expressive and use their imagination. However, not all resources are so enticing for children. For example the role-play area within the two-to-three-year-old room lacks stimulating resources to encourage children to want to take part and explore their understanding of the world.

Staff observe children frequently. They find out about where and how they learn best and plan activities to promote their next steps in learning accordingly. When children start at the nursery, the staff gather information from parents about their starting points and track their progress as they develop and extend their learning. There are multiple ways in which the staff exchange information with parents. However, sometimes, staff do not always fully promote and explain these to all parents. As a result, some parents do not know where and how they can find out about their children's day-to-day learning to fully promote this at home. The staff welcome parents into the nursery for special occasions and parent consultation evenings. By completing summaries of learning at regular intervals, staff are able to demonstrate the progress children have made and identify any areas where they might need extra support.

The contribution of the early years provision to the well-being of children

Staff prepare children well for starting the nursery. They are calm, kind and attentive to their needs. Staff who work with the very youngest children support them if they find it difficult to separate from their parents. Their comfort and affection for children means that they settle quickly and are soon happy to go off and explore the toys and equipment on offer. Staff encourage children to choose their key person, so that the relationships they form are close. They reassure parents during times of change, so that they know how children settle in their absence. Children move between rooms when the time is right for them. Each key person supports children during these times of change as they accompany

them into their new rooms to meet the new staff. By sharing children's learning journals, staff provide a seamless move where children feel confident and staff are able to meet their need from the offset. When children become older, staff plan for their move into school. They invite staff from local schools into the nursery to meet children and work closely with them to help share information about their learning. Therefore, children feel secure, settled and are ready and willing to learn.

Staff promote children's good behaviour well. They effectively use distraction for younger children and channel older children's boisterous play into meaningful role-play games. The nursery staff are aware of the impact of group dynamics. They understand that groups of children like to play differently and find ways for them to explore this. For example, the staff encourage children to be physically active, such as by jumping and rolling. Staff encourage order, turn taking and rules, so children learn to extend their play in a safe manner. Children learn to be independent when they pour their own drinks and put on their aprons before cooking. Furthermore, children choose what they want to play with as resources are all within easy reach for them. Staff promote and maintain a safe and hygienic environment for children.

All children eat freshly cooked, well-balanced meals and an array of fresh snacks. Staff ensure that all children get plenty of fresh air and exercise. They take babies out for walks in pushchairs and all children have time outdoors, in all weathers. Children enjoy movement and dance classes as part of their weekly routine. Together, this effectively helps children to experience the components of a healthy lifestyle. Staff accompany children's routines and activities, with discussion and explanation. When cooking, staff teach them to wash their hands and encourage them to help clean the tables. Therefore, children learn ways to promote their own good health. Children learn about keeping safe as the staff remind them to be careful when jumping on soft-play equipment. Staff supervise children and gently guide them not to put toys in their mouths to prevent any risk to them.

The effectiveness of the leadership and management of the early years provision

Safeguarding is a priority at the nursery. The staff carry out and review risk assessments to monitor the environments where children play and ensure they are safe for use. Recruitment procedures are robust to make sure that all those who work with children are suitable to do so. There is a thorough induction procedure for all new staff to fully inform them of their roles and responsibilities. Staff undertake regular training to refresh and embed their awareness of the signs and symptoms that might cause them concern about children's welfare. Clear and precise information, including flow diagrams, help staff to know what action to take to report any concerns about children's well-being. The open and transparent working of the senior management team at the nursery provides staff with clear lines for reporting and support to express any concerns they might have.

The senior management team at the nursery, led by the enthusiastic manager, have proactively addressed all actions raised at the previous inspection. Nappy changing areas and bins are fenced off, so that babies are kept away from any potential risk to their

health. At snack time, all children sit down at tables together to eat. Staff ensure that children remain sitting down until they finish eating and staff are attentive and supervise young babies while they eat. Therefore, these actions have been fully addressed. By working with the local authority advisor, the staff developed precise and accurate action plans to tackle weak areas. Their joint working with other local settings and very positive attitude towards raising standards has had a positive effect upon the quality of care for children. Consequently, staff have worked hard to bring about a rapid turnaround and demonstrate a good ability to sustain ongoing improvement and a continuation of rising standards. Monitoring of staff performance is effective. Staff value the supervision they receive and are positive about continuing to develop their professional skills. All staff have plans in place to undertake training and incentives from the management, such as additional responsibilities, maintains high morale and motivation. Staff share their learning amongst the team and implement new, positive approaches to enhance children's care and learning. Therefore, the staff team is stable, committed and happy in their work. The management team monitor all staff work. They scrutinise the records staff keep on children's development and carry out observations to assess the quality of teaching. As a result, the quality is good and the senior management team are able to monitor the delivery of the curriculum closely. This leads to all children experiencing consistent care which is well matched to their individual needs. This facilitates their good progress in their learning and development.

Staff complete the progress check for children between the age of two and three years and carry out accurate assessments. They share these with parents and include them in children's learning. Staff work well with other professionals to support their work. Currently, there are no children on roll who have special educational needs and/or disabilities. However, staff demonstrate a good awareness of the benefit of partnership working and signpost parents to the services available at the local children centre. Parents are happy with the care the staff provide and find them to be affectionate and caring towards children. They feel that this is the reason why children enjoy attending and make such good progress while at the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	496336
Local authority	Hertfordshire
Inspection number	988448
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	112
Name of provider	The Fledglings Nursery Limited
Date of previous inspection	18/08/2014
Telephone number	01442 864 777

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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