

# Fledglings Nursery (Solihull) Ltd

Birchy Cross House, Tithe Barn Lane, TANWORTH IN ARDEN, Solihull, West Midlands, B94 5DJ

<b>Inspection date</b>	18/04/2013
Previous inspection date	06/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children thrive in this vibrant nursery where they make rapid progress in all areas of learning given their starting points. This is because the activities offered are supported by the staff's enthusiasm and expert knowledge and understanding of how children learn.
- Children embrace the freedom to develop their own ideas in this exciting environment, including the Forest School area, which provides for an array of rich and varied experiences.
- Secure bonds are seen throughout the nursery in the inspirational interactions between adults and children.
- Parents are passionate about their involvement in the nursery. All discussions are purposeful and impact exceedingly well on subsequent care offered and received by the children.
- Children are highly valued as unique individuals. Thoughtful and accurate assessments are constantly monitored, challenged and adapted to secure timely interventions and support where needed.
- Children are extremely well supported through times of change and transition. This is because the staff work harmoniously together and partnerships with other professionals are firmly embedded in practice.

## 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.

## Inspection activities

- The inspector observed activities throughout the setting and outside spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the observations.
- The inspector conducted joint observations of varied activities with the nursery manager.
- The inspector looked at documentation, including children's records, assessments and planning, training matrices and a selection of policies and procedures.
- The inspector also took into account the views of parents from discussions throughout the inspection.

## Inspector

Lucy Showell

## Full Report

### Information about the setting

Fledglings Nursery (Solihull) Ltd was registered in 2000 on the Early Years Register. It is situated in purpose-built premises in the rural area of Tanworth-in-Arden, Warwickshire. The nursery serves the local area and is accessible to all children. It operates from five rooms and there are fully enclosed areas available for outdoor play. The nursery employs 21 members of childcare staff, 20 of whom hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 92 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds.

### What the setting needs to do to improve further

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

- consider enhancing the excellent professional relationships through peer-on-peer observations which focus on valuing staff's strengths, skills and knowledge, and celebrate the contributions made by everyone in the nursery, so that children continue to receive the best possible learning opportunities and environments.

## Inspection judgements

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

Children are exceptionally keen learners who are very well supported by knowledgeable and inspiring staff. Children are highly valued as unique individuals, with a strong focus on their starting points which are expertly assessed on entry and throughout their time at nursery. Parents' contributions are also highly valued so that staff know what the children can already do. Staff then use their expertise and the ongoing communications with parents to build on children's skills and interests to help children to settle and become a significant part of the nursery family. Furthermore, children and their parents actively contribute to the highly effective organisation and provision of experiences within the nursery. Displays of the planning in each of the rooms include rich, varied and imaginative opportunities identified by the staff, parents and children. This is continued as staff successfully share accurate and regular information about children's progress with parents and encourage them to share observations from home with the staff. As a result, parents are fully involved and helped to support children's learning, either at home or in the nursery.

Children's progress is meticulously assessed and actively monitored. This is because staff track the impact of the activities provided on children's learning and are passionate about ensuring there is a variety of innovative activities across the seven areas of learning. Staff complete all required progress checks and assessments, and share these effectively with parents. As a result, parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used exceptionally well in order to gain appropriate support at an early stage. As a result, all children are developing excellent skills for their future learning, such as moving through nursery and on to school.

The staff's interactions and teaching techniques are exemplary and show their superb understanding of how to truly engage and capture all children's interests. They provide fantastic experiences, with strong emphasis placed on the children exploring and investigating, interacting and leading their own play. Older children constantly initiate and extend activities as they want to, with a member of staff stepping in when appropriate to drive the activity forward and add in extra challenge. The way in which the staff steer the conversations with children is exceptional. They include all children in conversations as they each listen to what others have to say, and develop their confidence in speaking in large and small groups. For example, children bring in seeds and pots from home to share with their friends at nursery as part of a current theme. The children introduce this to a group as they sit on the carpet and, with staff support, the children explain to the others what they have and what to do with them. Together they then plan a planting activity for the following day, when they will have enough soil for everyone to have a go.

Staff skilfully identify how some children, particularly when it is windy, need more exuberant play. Therefore, at times throughout the day, the doors are opened wide and children relish the opportunities to extend their play outside. For example, in the playhouse children are highly motivated and delight in acting out real and imagined experiences. They collect resources from inside, such as the dolls and pushchairs, and talk confidently with one another about how they are taking their 'babies' to visit friends. Staff listen and praise the children as they identify different sounds, such as the aeroplane in the sky or the wind chimes as they brush them with their hands. These experiences are supported and extended further through the inspiring visits to their own 'Forest School', where they indulge in a wealth of experiences which enhance all areas of learning.

Inside there are many superb opportunities for children to investigate in their flexible surroundings. For example, they actively explore an array of sensory activities, including shredded paper and fabrics, boxes, sand and water, and a wide variety of natural objects, such as shells, pinecones and sticks. Children squeeze and press the scented play dough and use cutters to make recognisable shapes. Older children extend this further as they are make 'pasta' by rolling the play dough out and cutting it into strips before placing it into a saucepan and 'cooking' it. Stories come alive as staff hide bears for children to hunt, and make props, such as sensory bottles, which are used by the children to make the sounds of the 'swishy-swashy grass'. With these wonderfully well-resourced opportunities, children flourish at their own pace with exceptional support from familiar adults and their peers.

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

Staff are remarkably warm and caring, which promotes children's confidence and sense of belonging exceptionally well. Secure bonds are seen throughout the nursery in the interactions between adults and children. The key person system is highly effective in supporting individual needs. This is enhanced by the additional support of a 'buddy', who also knows the child and family exceptionally well, and can step in when necessary. In addition to this, photographs, names and details of all of the staff are clearly displayed so that each adult and their roles within the setting can be easily identified by parents and visitors. Photographs of family, friends and pets are beautifully displayed and are easily accessed by the children in each of the rooms. This helps children to feel truly at home in their surroundings as they share their pictures with others.

Extensive information is shared between parents and staff, so that individual routines are adhered to and adapted in full agreement as children grow, develop and move through the rooms in the nursery. Furthermore, staff ensure children and their families are fully supported for additional transitions, such as accessing additional support services at local children's centres or going on to school. For example, well-focused activities, visits to and from local schools and encouraging the older children to wear a uniform, all help them to prepare for their move into full-time education.

Children develop independent self-care skills with great enthusiasm. They use the toilet with poise and ask for help if needed, while those in nappies are taken care of effectively by their own key person. The staff feel that it is very important for those who are closest to a child attend to their personal needs. This secures the close bonds they have with the children. Children take great pride when choosing different fruits and savoury snacks, serving themselves or pouring their own drinks. These skills support children's next stage in their learning, preparing them for their transitions both within the nursery and to other settings and school. The freshly prepared and very nutritious meals are provided by an external caterer and prepared by the cook, who meticulously follows all special dietary requirements and food hygiene guidelines.

Children benefit from dynamic outdoor experiences which help them learn about the importance of fresh air and exercise and how to promote healthy lifestyles. Even those children who are not yet mobile take part in wonderful opportunities in all weathers. For example, they are wrapped up in warm, waterproof outfits so that they can feel the rain on their faces or splash in puddles. Older children love digging away the weeds so that there is more space for the fruits and vegetables to grow in one of their gardens. They are truly animated as they reminisce about what they have eaten from the garden before and are already so excited about eating the produce they have prepared to plant this year.

Children of all ages are safe to explore and investigate in the garden. For example, excellent opportunities for children to manage their own risks in the safest and most independent ways are provided in their 'Forest School'. Here children hunt for wildlife, build dens and insect homes, collect water from the butt to pour and make mud to dig in, and share their knowledge of safety as they remind each other to be careful of the nettles and look out for doc leaves. Furthermore, they watch and care for the caterpillars and

tadpoles as they develop and relish in the unique experiences that nature has to offer.

The staff's role modelling is excellent. They use consistent strategies and age and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. They actively encourage good manners and help children to take care of their environment and resources by tidying up together when they have finished playing. Children show great care and consideration to others as they spend time with their siblings throughout the nursery. In addition to this, they share the techniques they have learned in their role play 'baby clinic' as they visit the babies and help to feed and play with them.

Staff recognise diversity as a strength and happily celebrate festivals and events to promote children's understanding of different cultures and needs. There are currently no children attending who have special educational needs and/or disabilities or who speak English as an additional language. However, staff are extremely focused on ensuring that all children are valued in the nursery and adapt practice to meet children's individual needs very effectively. They maintain an excellent level of communication with parents and actively seek advice and guidance from other professionals in order to gain a wealth of knowledge and skills to ensure all children's needs are met. Furthermore, throughout the year they take part in several charity fundraising events, inviting parents to join in, which increases children's understanding of need in the local community and wider world. This truly promotes the excellent 'family' ethos and ensures secure partnerships are very effectively embedded.

Throughout the nursery, staff create an superb environment that is welcoming, safe and stimulating, and where all children are highly motivated to enjoy their learning and grow in confidence. Space and resources are exceptionally well planned and used to create wonderful experiences throughout. Every child, from the youngest to the oldest and those of differing abilities, receives an outstanding early years experience that secures their future learning and ensures they are ready for school. Each of the areas are exceptionally well organised with excellent resources. The whole nursery is homely and child-friendly, with brightly coloured displays and posters providing for a vibrant environment.

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

The clear and definitive policies and procedures in place support the smooth management of the nursery. Staff's skilful implementations ensure that all children are highly safeguarded, and robust recruitment and vetting systems ensure all people working with the children are suitable to do so. Extensive induction takes place to secure a highly skilled and quality workforce who meet the nursery's exacting criteria. Leaders, managers and staff have an exceptional understanding of their responsibilities in meeting the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. They are highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition to this, they constantly and effectively monitor and revise their techniques in relation to children's progress and interventions where needed. As a result, they ensure that gaps are narrowing for groups of children and those identified as being in need of support.

The successful staff supervision and appraisal systems ensure continued professional development. Staff also benefit from high levels of training and local opportunities, such as attending provider consultations and events. There is unquestionable motivation of the enthusiastic and much appreciated staff team. To further enhance this, there is scope to truly secure all staff's wealth of experience and knowledge by observing and evaluating each other's best practice within different rooms. This is in order to ensure that exemplary practice is continually shared so that children continue to receive the best possible learning opportunities and environments.

The rigorous and effective systems for self-evaluation inform the nursery's priorities and are used to set challenging targets for improvement. This ongoing process in pursuit of excellence is demonstrated by an uncompromising and successful drive to strongly improve the highest levels of achievement for all children, given their starting points. Partnerships with other professionals are firmly embedded in practice due to the first-class links with a range of different agencies and organisations. This ensures that all children receive well-coordinated support so that they thrive in this adaptable environment. Furthermore, the purposeful discussions with parents have great impact on the nursery's organisation. For example, parents understand and contribute to the nursery policies and procedures, and the parents' forum is instrumental in arranging charity and social events, which are enjoyed by all. Parents are passionate about the nursery, actively seeking out the inspector to share stories about the great impact the nursery has had on their own and their children's lives. They speak with high regard and admiration for the staff and of the wonderful opportunities experienced by their children at this exceptional nursery.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

<b>Unique reference number</b>	591035
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	908876
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Fledglings Nursery (Solihull) Ltd
<b>Date of previous inspection</b>	06/01/2009
<b>Telephone number</b>	01564 742032

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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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