

Inspection of Fledglings Pre-School

Upshire Primary Foundation School, Upshire Road, Waltham Abbey, Essex EN9 3PX

Inspection date: 12 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this calm, welcoming setting. Whether attending the out-of-school club or the pre-school, children come in eagerly and are confident, secure and settled. Children mirror the positive attitudes of staff. They set themselves challenges and persevere at these. For example, after noticing a ladybird, children decide to draw this. They persist until they are happy with the body shape and spots, eagerly celebrating their success and congratulating one another.

Daily discussions and child-friendly displays support children to gain an understanding of their emotions. They show kindness to one another, for example, as they pass each other resources and take turns. Children learn about safety and are starting to take responsibility for this and for their work, in preparation for starting school. For example, children know why they need to be careful when using metal tacks and hammers, carefully putting these into trays when not in use. Children gain a good knowledge of how to keep themselves healthy. For instance, they use dental equipment as part of role play and discuss going to the dentist. Staff understand the possible ongoing effects of the COVID-19 lockdowns. They offer children additional support to help them develop social skills.

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

- The management team acted effectively to address the action set at their last inspection. Leaders now ensure that Ofsted is informed of new committee members so that their suitability can be checked. Staff report that they are well supported and that managers offer them practical support in completing training and gaining qualifications.
- Secure monitoring procedures support the manager in ensuring that all children make good progress. She quickly responds to any weaker areas in their learning and helps staff to take action to address these and enable children to take the next step in their learning. The manager has a good knowledge of each child and uses additional funding effectively to promote their development.
- Staff work well with other professionals. They exchange information and ensure that children's needs are understood. This particularly aids children with special educational needs and/or disabilities. Furthermore, staff know the children well and confidently adapt their practice to meet children's needs. For example, they use visual aids and picture prompt cards to support communication and help children participate in the daily routines and opportunities.
- Staff take great care in supporting children's communication skills. They know the children well and talk with them about recent events in their lives. They offer children opportunities to talk in small groups, building children's confidence and helping them to understand how to listen to others and take turns in

discussions. This particularly supports children who speak English as an additional language, and they make good progress in learning English.

- Children demonstrate an enjoyment of books and reading. Staff read with enthusiasm and emphasis, capturing children's interest. For example, children giggle with delight when listening to a story about a queue for the bathroom. They eagerly anticipate the ending, gleefully explaining that the octopus has eight hands to wash.
- Children are gaining a good appreciation of differences. For instance, they play with small-world resources, talking about the possible different families and discussing why some people may need a frame to help them when walking.
- Parents think highly of the setting and praise the staff, stating that they are 'amazing' and 'always do all they can for children'. Parents report that staff communicate well and support them in building further on their children's learning.
- Staff interact well with children and generally build on their skills and knowledge. For example, children develop early mathematical skills as a staff member encourages them to count the bricks they have stacked. However, at times, staff do not fully extend children's learning to the optimum level and ensure that they offer sufficient challenge to the most able children.
- The routines for children during periods of transition, such as when washing hands before lunchtime, are not always well organised. At this time, children become restless and some are unsure. This makes it difficult for children to remain settled and engaged.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a thorough knowledge of safeguarding. They discuss this area during every staff meeting and complete regular training to keep their knowledge up to date. They understand what would raise concerns about children's welfare and know which professional to report these to. Staff know the process to follow if they have any concerns about a colleague's ongoing suitability. They understand wider safeguarding concerns, such as radicalisation. Staff are aware of the potential risks associated with use of the internet and take effective action to protect children.

What does the setting need to do to improve?

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

- support staff to build further on children's learning so that they consistently promote children's knowledge and development to the optimum level, particularly for the most able children
- aid staff in better managing children's needs during periods of transition, such as

when preparing for mealtimes.

Setting details

Unique reference number	EY456189
Local authority	Essex
Inspection number	10250209
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	52
Number of children on roll	192
Name of registered person	Fledglings Committee
Registered person unique reference number	RP532160
Telephone number	01992715567
Date of previous inspection	14 July 2022

Information about this early years setting

Fledglings Pre-School registered in 2012 and is situated in the grounds of Upshire Primary Foundation School. The pre-school employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The pre-school operates Monday to Friday, from 8.45am until 3pm, during school term times. Additionally, they provide before- and after-school care from 7.40am to 8.45am and 3.15pm to 5.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provision.
- The inspector observed children in both the breakfast club and the pre-school.
- The manager joined the inspector on a learning walk and talked about their pre-school curriculum and what they want children to learn.
- The inspector observed staff interaction with children during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- Meetings were held between the inspector, the manager and the nominated individual. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times 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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