

The Fledgelings Preschool

Fledgelings Pre-School, Tile Kiln Church, Robin Way, Chelmsford, Essex, CM2 8AU



Inspection dates

Previous inspection date

17 September 2015 - 17 September 2015
24 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are well protected at this pre-school because safeguarding practices are good.
- The quality of teaching is good. Staff provide interesting and stimulating learning opportunities that engage all children. As a result, children achieve well.
- Strong partnerships with parents and external agencies mean that children are well supported. Parents speak highly of the staff and value the quality of care and learning provided.
- Children are well prepared for the move to school because of the good arrangements in place and strong links with the receiving school. Strong partnerships with other providers enhance the continuity of care and education for all children.
- Accurate self-evaluation incorporating the views of parents, children and staff ensures that the pre-school continues to improve. The manager is highly committed and demonstrates a constant drive to improve outcomes for children. She knows the pre-school well and understands what needs to be done to move it forward.

It is not yet outstanding because:

- The pre-school does not yet use assessment information to identify variations in the progress of different groups of children.

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What the setting needs to do to improve further

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

- enhance the already good systems for monitoring children's assessments to precisely track the progress of different groups of children, so that interventions can be targeted more effectively and gaps in learning between groups are reduced.

Inspection activities

- The inspector observed the quality of teaching 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.
- The inspector held meetings with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Vicky Turner

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Inspection findings**Effectiveness of the leadership and management is good**

The well-qualified manager provides strong leadership for a highly effective staff team. The arrangements for safeguarding are effective. Thorough recruitment procedures and induction ensure that staff are suitable to work with children. The manager has a clear overview of how children are progressing because systems for tracking children's progress are good. However, this information is not used to identify gaps in the learning of different groups of children. The curriculum provides a wide range of rich learning opportunities that motivate children and enable them to progress well. Highly effective systems for monitoring staff performance and supervision means that teaching is consistently strong. Staff regularly attend training to improve their knowledge, skills and practice. As a result, they are well qualified to meet the varying needs of children. Staff are very reflective of their practice and readily adapt and change their approach in order to meet children's needs.

Quality of teaching, learning and assessment is good

Staff plan interesting learning experiences based on topics and children's interests. Teaching is effective and ensures children have time to play, explore and learn new skills. Staff model language well and engage in meaningful conversations with the children which develop and extend their language. Children are curious, well motivated and eager to participate. Visitors from different cultures support children's understanding of people and communities well. Regular walks to the local area, provide good opportunities for children to explore the world around them. Parents contribute to their children's initial assessment and are highly engaged in their children's education. They receive good advice from the staff on how to support their children's learning at home.

Personal development, behaviour and welfare are good

Children are well cared for in this safe and caring learning environment. They feel very safe, happy and secure because of the strong bonds they have formed with staff. British values are well promoted and reinforced through the pre-school's motto, rules and daily assemblies reflecting the pre-school's Christian ethos. Children are particularly well behaved and considerate towards each other as they share toys and take turns. Staff listen carefully to children. Also, children have good opportunities to make choices throughout the day. Children are developing independence and manage their daily routines successfully. They enjoy healthy snacks and engage in daily activities which support their physical development well. Children are praised and rewarded for their achievements and for upholding the pre-school's motto.

Outcomes for children are good

All children make good progress towards the early learning goals. They are developing good basic skills and positive attitudes that will help them learn when they start school.

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Setting details

Unique reference number	203782
Local authority	Essex
Inspection number	1027629
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	54
Name of provider	The Elders of Tile Kiln Church Committee
Date of previous inspection	24 May 2010
Telephone number	01245 269691

The Fledgelings Preschool was registered in 1998. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above. Sessions are from 9am until 3pm on Mondays to Thursdays and from 9am to 12 noon on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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