

# Bride Valley Fledglings

Thorners C of E (VA) Primary School, Litton Cheney, Dorchester, Dorset, DT2 9AU



## Inspection date

19 May 2015

Previous inspection date

2 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children enjoy their time at Fledglings. Staff provide a welcoming and stimulating environment, with an extensive range of play equipment and resources.
- Staff use a clear system to monitor children's play and achievements. They use this successfully to plan a broad range of activities according to children's interests and development needs. Consequently, children make good progress in their learning.
- Children benefit from visiting a forest 'discovery' area. They find out about aspects of nature, and learn how to calculate risks as they climb and build dens.
- Staff help prepare children well for school. The strong links with the school help staff to encourage children's confidence and skills for the next stage in their learning.
- Positive partnerships with parents and other early years professionals enable staff to meet children's individual needs well. Parents say that their children are happy and that staff are welcoming and approachable.
- Staff have a good understanding about safeguarding children's welfare. They know about child protection issues and the procedures to follow if they have concerns.
- Self-evaluation includes the views of staff, parents and children, and helps to identify areas for development to continue to improve children's experiences.

### It is not yet outstanding because:

- Staff do not always make the most of daily routines, such as snack time, and children's spontaneous play to promote mathematics. For example, they overlooked the chance to refer to the shape, size and position of bricks as children built a wall outside.

## What the setting needs to do to improve further

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

- extend opportunities for children to hear mathematical language in their spontaneous play and everyday routines to promote their understanding further.

### Inspection activities

- The inspector observed children's activities, inside and outside.
- The inspector carried out a joint observation and an interview with the manager.
- The inspector looked at a sample of documentation, including policies and children's progress records.
- The inspector talked to parents and took account of their views.

### Inspector

Brenda Flewitt

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of the learning and development requirements. They provide a welcoming environment where children learn through play and exploration. Children are keen to join in both adult-led and self-chosen activities. They confidently make choices and play both inside and outside according to their preferences. Staff value children's ideas and supply equipment to help children extend their own learning. For example, children used their imaginations well as they pretended to be doctors, listening to heartbeats and making medicines to make people feel better. They used pencils and paper to make a note of appointments and acted out sending emails using a keyboard. Staff help children to use books for finding out information, such as looking at how the body works and finding out about wild animals. Staff introduce new vocabulary, for instance, as they talk about a 'pride' of lions. Children begin to understand about quantities and numbers as they count in everyday situations, such as how many children are in the group. They learn to identify their written name as they find their own name label when they arrive.

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

Children build good relationships with adults and one another. Staff help children to understand emotions and feelings; children learn to sort out conflicts themselves. Staff praise children regularly, which helps boost their self-esteem and confidence. Staff promote healthy lifestyles well through daily routines and topics. Children develop good physical skills as they visit the forest area and use the school gym equipment regularly. Children make choices from healthy options at snack time and practise practical skills such as pouring their own drinks. They are developing good independence in their self-care, which includes managing their own outdoor clothes and personal hygiene routines.

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

Staff work well together as a team, supervising children effectively to keep them safe and support their learning. Effective monitoring enables staff to identify and address any gaps in children's development. Staff communicate effectively with parents on a daily basis and offer ideas about extending children's learning at home. For example, staff provide packs for them to borrow promoting various subjects, such as rhymes, shapes and toilet training. Management uses regular supervision meetings to help recognise staff development needs. Staff attend training regularly to update their knowledge to continue to improve outcomes for children. For example, staff have learnt how to help children to experiment with sounds and letters through games and acting out stories, bringing them to life. Therefore, they are encouraging children's interest in literacy through fun activities.

## Setting details

<b>Unique reference number</b>	EY312454
<b>Local authority</b>	Dorset
<b>Inspection number</b>	828009
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Bride Valley Fledglings Committee
<b>Date of previous inspection</b>	2 February 2010
<b>Telephone number</b>	01308 482410

Bride Valley Fledglings registered in 2005. A parent committee runs the group. It operates from Thorners Church of England Primary School, in Litton Cheney, near Dorchester, Dorset. The group is open Monday to Thursday, from 9am to 3.15pm, term time only. The group receives funding to provide free early years education for children aged two, three and four years. There are three staff employed. The manager holds an early years qualification at level 5; the other two members of staff are qualified at level 3.

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