

Fledglings Early Years & Out of School Care

101 a/b Derinton Road, London, SW17 8HZ



Inspection date	16 December 2016
Previous inspection date	26 October 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not offer enough support or guidance for staff to ensure the quality of teaching is consistently high.
- The quality of assessment is inconsistent and does not help the manager and staff to ensure that teaching is always targeted precisely to match children's needs. Children do not make as much progress as possible.
- Staff do not always share information about children's progress with parents. In some instances, this includes areas where children may need additional support.
- The provider does not sufficiently identify weaknesses in the quality of provision and children's learning, or set high enough expectations for staff.
- Sometimes, staff do not fully allow older children enough time to think through, respond and talk about what they are doing while they play.

It has the following strengths

- Children can choose independently from a wide variety of easily accessible resources.
- Children have formed strong relationships with staff, which support their emotional well-being.
- Staff rigorously check for, and eliminate, risks in the environment.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the support and mentoring for staff to improve the quality of teaching and identify areas for further development 	16/01/2017
<ul style="list-style-type: none"> ■ implement more effective information sharing between parents and staff to provide consistent support for children's learning 	16/01/2017
<ul style="list-style-type: none"> ■ make more effective use of observations of children's learning to accurately assess their level of development and what they need to learn next to make good progress. 	16/01/2017

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

- develop further the quality of teaching to consistently provide opportunities for children to think and talk about what they are doing
- use self-evaluation effectively to identify weaknesses in the quality of the provision and children's learning, and implement action plans to set high expectations for staff and make continuous improvements.

Inspection activities

- The inspector observed children and staff playing, indoors and outdoors.
- The inspector and manager participated in a joint observation.
- The inspector spoke to parents.
- The inspector reviewed a sample of documents.
- The inspector spoke to staff about safeguarding and supervision.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management requires improvement

Inconsistencies in leadership and management weaken the overall quality of provision. The nursery manager holds annual appraisals with staff. However, she does not consistently monitor their practice to ensure they have high quality teaching skills or make accurate assessments of all children's progress. Staff attend regular training to improve children's experiences. For example, they now enable young toddlers with limited language to use props to choose the songs they want to sing. The manager and staff do not consistently seek information from parents about children's learning at home to establish whether there is any cause for concern about their development. The manager does not always provide parents with sufficient information to enable them to work closely with their child's key person. Safeguarding is effective. Staff have a good understanding of child protection and know how to report a concern. The manager of the after-school club has a good understanding of safe recruitment practices and good induction processes for temporary staff.

Quality of teaching, learning and assessment requires improvement

Staff do not assess the progress of all children accurately which leads to inconsistencies in the level of challenge offered to help them achieve the next steps in their learning. They do not always give older children time to think and talk about what they are doing to support their thinking and communication skills. However, enjoy activities which reflect their interest, such as making snowmen. They learn new words as staff describe the materials they are using and find out what happens to ice in the sun. Staff support children's understanding of letter sounds. For example, while make marks in shaving foam, staff write letters in it for children to copy. Staff in the after-school club help children to develop their imaginative play through art activities.

Personal development, behaviour and welfare are good

Staff stay close by to help children when they need it and to keep them safe. They support children to adopt healthy lifestyles. For example, they encourage children to exercise outdoors while riding bicycles and building with large blocks, and to eat healthy food. They teach children good hygiene routines, such as washing their hands before eating. Staff praise children which helps them to develop good self-esteem. Staff in the after-school club remind children to share and take turns, and help them to behave well.

Outcomes for children require improvement

Children do not make as much progress as possible from their starting points due to inconsistent assessment and planning for their individual learning needs. In particular, older children do not develop their thinking and communication skills as well as possible. Children are confident and behave well. They are adequately prepared for starting school.

Setting details

Unique reference number	EY283005
Local authority	Wandsworth
Inspection number	1058802
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	49
Number of children on roll	68
Name of registered person	Derinton Family Centre
Registered person unique reference number	RP524117
Date of previous inspection	26 October 2012
Telephone number	0208 672 7358

Fledglings Early Years & Out of School Care registered in 2004. It is located in Tooting, in the London Borough of Wandsworth. The centre is open daily from 7.30am to 6pm, Monday to Friday, for 50 weeks of the year. There are 11 members of staff. One member of staff holds a qualification at level 6, six members of staff hold qualifications at a level 3 and three members of staff hold qualifications at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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