

Inspection of Fledglings Day Nursery

157 Station Road, Doncaster DN7 4JP

Inspection date: 25 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and feel safe at this nursery. Staff welcome children and parents warmly as they arrive. Throughout the nursery, staff develop strong bonds with children. Children quickly settle into playing. Staff have high expectations of children and support them to share and take turns when needed. For example, staff teach children to share, saying 'my turn, your turn', which supports children's social skills. Children are confident and show kindness and respect towards each other as they play. Children make good progress in their personal, social and emotional development. For example, children discuss their feelings, and staff help children to understand and express their emotions. This supports children to help them regulate their emotions.

Leaders create an ambitious curriculum that focuses on children's communication and language. Staff promote a love of books and reading throughout the nursery. Staff share key books so that children can develop a deep understanding of familiar stories. For example, in the toddler room, children listen attentively to a story. Children are encouraged to recite a story through the use of actions. Staff implement frequent song times. This skilfully develops children's vocabulary. For example, children enthusiastically join in with their favourite songs, such as 'Row, Row, Row Your Boat'.

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

- Staff promote children's physical development well. Younger babies crawl confidently and pull themselves to a standing position. Staff support them sensitively, holding their hands as they begin to walk. Children benefit from daily access to outdoor play, where activities help them develop coordination and strength. For example, toddlers use hand-eye coordination during role play, such as pretending to make cups of tea.
- Children's behaviour is good. They understand how to interact positively with each other, respond well to instructions and generally follow the rules and routines of the setting. However, at times, staff do not provide consistent messages or support to help children fully understand what is expected of them.
- Children are independent and develop strong self-care skills. Staff support them to wash their hands before eating and model how to use large spoons so they can self-serve lunch. Pre-school children confidently use a knife, fork and spoon to feed themselves. Staff engage purposefully with children, for example, by teaching them to recognise different vegetables. Lunchtimes are consistently calm and purposeful.
- Children learn the importance of oral health through well-planned routines. After lunch, they brush their teeth while listening to the song 'Everybody Do This', which helps guide them through the process. Staff brush their teeth alongside

the children, modelling different brushing techniques and encouraging children to copy them. They talk about brushing movements and support children to build good habits. Children are also offered water and milk, and the nursery provides healthy, nutritious meals. These practices help children understand how to keep themselves healthy.

- Staff build good relationships with parents and carers. Staff ask for information about children before they start at the nursery. Parents speak highly of the nursery. They comment on the strong communication and daily updates from staff and how they can view their child's progress through an online app. Parents talk about how their child's development has improved since starting. They feel that the nursery has supported them as a whole family.
- Staff are knowledgeable about online safety, including recognising signs that may indicate a child is at risk, and they know how to report concerns appropriately. Pre-school children take part in 'online safety week' and begin to learn about staying safe online. However, staff have not yet fully considered how to embed online safety more consistently to support children's growing understanding of using the internet and digital technology safely.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff's understanding of how to provide consistent messages and support so that children clearly understand expectations for their behaviour
- strengthen approaches to promoting online safety so that children develop a clearer understanding of how to use digital technology safely and responsibly.

Setting details

Unique reference number	EY546415
Local authority	Doncaster
Inspection number	10392895
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	109
Number of children on roll	109
Name of registered person	Fledglings Day Nursery Ltd
Registered person unique reference number	RP546414
Telephone number	01302 840925
Date of previous inspection	10 October 2019

Information about this early years setting

Fledglings Day Nursery registered in 2017 and is located in Doncaster. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including the provider, who holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sean Sly

Inspection activities

- The manager and the inspector conducted a learning walk together to review the children's learning experiences.
- The manager and the inspector conducted a joint observation of an activity.
- Discussions were held with senior leaders and members of staff.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector discussed the management and organisation of the nursery with the manager and reviewed relevant documents.
- The inspector spoke to several parents 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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