

Inspection of Fledglings Pre School

Epping Upland CE Primary School, Carters Lane, Epping Green, Epping, Essex CM16 6QJ

Inspection date:

9 December 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management mean that children's welfare is not fully assured. Ofsted has not been provided with the required information in a timely manner for new committee members and the nominated individual, to enable checks on their suitability to be completed. In addition, management and the committee do not have a clear understanding of their roles and responsibilities, and are not proactive in ensuring all statutory requirements of the early years foundation stage are consistently met.

Despite these weaknesses, children arrive happy and are keen to explore activities on offer. They settle quickly as they are greeted by caring and attentive staff who are genuinely pleased to see them. They leave their parents with ease and settle quickly. Children make choices in their play and are provided with opportunities to develop their self-help skills and become independent. The curriculum is planned around children's interests and what they need to learn next. Although the curriculum meets the needs of most children, including those with special educational needs and/or disabilities (SEND), it lacks challenge for some of the most-able children. Staff encourage children to have a go, before offering them help. For example, children are supported as they independently make good attempts to open packaging at lunchtime and when dressing appropriately in preparation for outdoor play. Staff manage and support children's emotions and behaviours in an appropriate way.

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

- While there are breaches in the safeguarding and welfare requirements, staff do have a secure knowledge of the policies and procedures to follow should they have a concern regarding a child's well-being. Through routine training opportunities, staff have a sound knowledge of the possible signs and behaviours that may cause concern that a child may be at risk of harm.
- Children confidently speak with visitors to the setting and ask questions as to the purpose of the visit. They thoroughly enjoy singing, which is spontaneous throughout the session. This helps promote their speech and language skills. They use instruments with excitement as they learn rhythm and listen carefully as they follow instruction. They proudly and confidently perform Christmas songs to their parents and receive lots of praise and encouragement for their efforts.
- Staff comment that they feel supported through supervisions and training opportunities. They comment they feel valued, that their ideas are welcome and their own professional development and well-being are considered and promoted well.
- Parents comment the staff are welcoming, supportive and that their children are excited to attend. Many say they feel very grateful for the support they receive

from the management and team of staff.

- Children have access to fresh air and exercise daily as outdoor play is promoted. They enjoy climbing and riding bikes. They have opportunities to develop large physical skills as a sports coach provides weekly sessions to help children with ball control, throwing and catching skills and to develop their spatial awareness.
- Staff support children with SEND well. They work in partnership with parents and other professionals involved with the children's care to implement suitable strategies to support children. They maintain appropriate records and share these as required with relevant agencies. This promotes consistency, both at home and within the setting.
- Children are offered a varied curriculum. Staff plan according to children's individual interests and what they need to learn next, promoting the skills they need to be independent learners. However, the curriculum does not always challenge the most-able children to build on what they already know and extend their knowledge.
- Children are supported with their ideas and to initiate their own play. They access quality resources from easily accessible units. Children are busy and mostly engaged in their play. However, they are not always encouraged to develop a deep understanding of how to take care of the things that they use, such as resources, including books, when they have finished with these.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
provide Ofsted with the required information, in a timely manner, so that suitability checks can be completed for all committee members and the nominated individual	12/01/2025
ensure that committee and management members have a secure understanding of their roles and responsibilities.	12/01/2025

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

- plan more opportunities in the curriculum to challenge children's thinking to consistently build on what they already know and can do
- help children to understand how to take more care of their environment and resources, particularly when they are leading their own play.

Setting details

Unique reference number	650013
Local authority	Essex
Inspection number	10367370
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	41
Name of registered person	Fledglings Playgroup Committee
Registered person unique reference number	RP520380
Telephone number	07468584404
Date of previous inspection	6 February 2019

Information about this early years setting

Fledglings Pre School registered in 1999 and is situated in Epping, Essex. The pre-school employs 10 members of childcare staff. Of these, nine hold an appropriate early years qualification at level 2 or above. The pre-school opens Monday to Friday during term time only, from 8.55am until 2.45pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Hartigan

Inspection activities

- The manager and the inspector completed a learning walk together and discussed the curriculum and what it is that the team want the children to learn.
- Children spoke to the inspector during the inspection.
- Parents provided the inspector with oral feedback at the inspection.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with the staff team during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of the staff working in the pre-school.

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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