

Inspection of Fledglings Pre School

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

Inspection date: 15 May 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are welcomed by happy, caring staff who are genuinely pleased to see them. They leave their parents with ease and are keen to explore the activities provided. Staff take time getting to know the children and their families, therefore children settle quickly to an activity of their choice. The curriculum is designed around children's interests and builds on what they already know, with invitations to learn that follow flexible themes. For example, children enjoy a 'Jack and the Beanstalk' story and explain they are growing beans and how they must care for them. They excitedly speak of Jack and the giant in the story and draw pictures to create their own story using characters from the book.

Children have developed close bonds with the attentive and enthusiastic staff, who are good role models. Children delight in the praise they receive for their achievements. Staff are very respectful of children's individuality and what is important to them. They are attentive and speak kindly to the children. Staff promote the skills children need to be independent learners and prepare them for the transition to school. They are encouraged and supported to use the bathroom independently, with staff on hand if help is required. Children are effective communicators and staff engage children in meaningful conversations and running commentaries during activities.

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

- The management, committee and staff team have worked hard since the last inspection to implement the required changes. They have engaged effectively with the regulatory body to ensure all appropriate paperwork and checks are now in place to ensure children's welfare.
- All children receive a good quality of education. Staff know the children well and establish positive relationships with the whole family. Staff plan appropriate learning opportunities that build on what children already know and can do and incorporate their interests.
- Staff are proactive in seeking early help for children when needed. This means they ensure that children receive the support that they need so they can make the best possible progress in relation to their individual starting points.
- The management team demonstrates a commitment and dedication to provide children with the best possible learning opportunities. The management team understands the importance of monitoring staff's practice and supporting staff with their own professional development. Training is positively encouraged, and staff's individual skills and ideas to further enhance the curriculum are welcome.
- Overall, children's behaviour is good. They have formed friendships and play well together. They understand the expectations and rules of the pre-school and demonstrate good manners. Children have established close bonds with the

nurturing and attentive staff, who are good role models. However, while the staff are aware of the importance to support children's emotional development, there are fewer focused opportunities for children to learn about emotions, how to regulate their feelings and learn the vocabulary they need to express themselves.

- Positive partnerships with parents are established. Parents report that their children have made steady progress in their development since attending the pre-school. Staff understand the importance of effective partnerships with parents and the positive impact these have on children's well-being and learning.
- Parents are kept informed about their children's next steps in learning, and they are provided with ideas for activities that will help to support their children's learning at home. Parents comment on the kind and supportive team and the good communication they receive regarding their children's day.
- Children excitedly prepare for outdoor play. They enjoy fresh air and exercise. They use a large sand pit and paint at easels. However, staff do not always plan or present activities as effectively to provide children who prefer to learn outdoors with the same experiences for learning as those indoors.
- Staff follow children's interests. For example, children work together as they design and make a train track. They listen to staff, who gently support and guide them, and they delight in the praise they receive for their efforts.
- Children have many opportunities to learn simple mathematics. This is supported through all activities. For example, they sing familiar number songs. They discuss numbers and count pieces of fruit at snack time. They competently explain that if they add the fruits together, how many pieces they have in total.

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:

- include more focused activities within the curriculum to support children's understanding of emotions, to enable them to express how they feel
- strengthen the planning for the outdoor area to provide children with the same rich experiences for learning as those inside.

Setting details

Unique reference number	650013
Local authority	Essex
Inspection number	10381127
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	9 December 2024

Information about this early years setting

Fledglings Pre School registered in 1999 and is situated in Epping, Essex. The pre-school employs 11 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 government funded early education for all eligible children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The manager showed the inspector around the areas that children access.
- They discussed how staff organise the environment and plan the curriculum and experiences for children.
- The inspector and manager carried out a joint observation.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documents, which included evidence about staff's suitability and training.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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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