

Fledglings Pre School Nursery

Unique reference number (URN): 307140

Address: Eskdale Avenue, Bramhall, Stockport, Cheshire, SK7 1DS

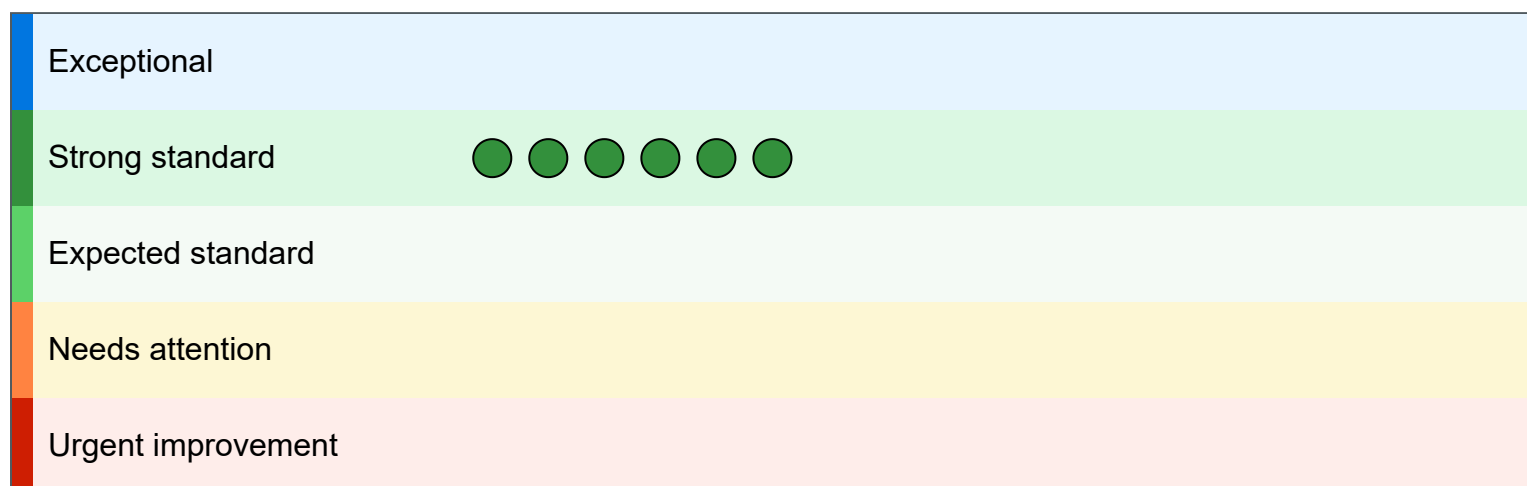
Type: Childcare on non-domestic premises

Registered with Ofsted: 14/09/1993

Registers: EYR, CCR, VCR

Registered person: Fledglings Pre-School Nursery Limited

Inspection report: 18 February 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children make significant progress and achieve consistently well across all areas of learning. From the earliest stages, communication and language are prioritised, with children confidently using impressively ambitious vocabulary. Younger learners enjoying play dough hear words such as 'pat', 'roll', 'poke' and 'squeeze'. Older children recall words such as 'spine', 'author' and 'illustrator' at the start of a story time.

Children show sustained focus and positive attitudes to learning. They are polite and treat one another with respect and kindness. Children build strong relationships with peers, playing collaboratively together and cooperating harmoniously. For example, they work together to use tools, sharing and smiling at one another. Children happily share, take turns and resolve small disagreements with support, which builds remarkable resilience and empathy.

Physical development continuously builds on what children already know and can do. Children explore numbers with confidence, understanding that each has value and meaning. These experiences ensure children secure breadth and depth in knowledge and skills, meaning they are confident and independent young learners.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders have embedded a wholesome environment where all children thrive and achieve. Children consistently reach their full potential with staff who are finely attuned to their individualism and uniqueness. Children are excited to attend regularly. Leaders quickly identify where there are patterns of non-attendance and act swiftly in collaboration with parents to address this. This decisive and rigorous approach supports a strong foundation for regular attendance as children move on to school.

Positive and nurturing relationships ensure children confidently follow routines that are well rooted in high expectations. Staff are positive role models and, as a result, children demonstrate exemplary behaviour and have a strong sense of belonging. For instance, they warmly include new adults in their play and excitedly share resources. Older children say they 'love being at Fledglings', naming their favourite things, such as the role play area and those who care for them. They have consistently positive attitudes to learning and with the ongoing support of staff, children consistently show high levels of perseverance. When children encounter problems, they tackle them both independently and together as a team.

The youngest children are remarkably independent in their sleep routines, which is fostered by highly impactful teaching. For example, children are changed by staff who engage them in meaningful conversation. Children ready themselves for sleep by independently finding their own bed and get settled before staff warmly settle them to sleep.

Children's welfare and wellbeing

Strong standard 

Leaders hold the children at the heart of all they do. They are thorough and rigorous in their approach to policies, which are consistently reviewed and refined to prioritise children's welfare and wellbeing. Leaders and staff have a high understanding of these and embed them with great success in a safe environment where all children explore and thrive.

Staff have a precise knowledge and understanding of the children. They build highly trusting relationships with them and regularly ask them how they are feeling. For instance, children access colour monster characters and talk about emotions beyond that of happy and sad to staff who are highly responsive. Staff successfully encourage all children's independence skills. For example, older children confidently serve their own lunch meals and eat proficiently with a knife and fork. Staff help children to understand the benefit food has for their bodies through impactful conversations at mealtimes. This creates a solid foundation of adopting healthy habits. Staff ensure children's dietary requirements are followed closely with place mats that are personally designed.

Individualised and meticulous consideration is given to settling new children. Staff make every effort to give them a calm and positive early experience. For example, if children become upset at separation, staff offer cuddles and a resource they know they enjoy. They offer reassurance and engage them in play until they feel more settled. Parents express full confidence in their child's key person, noting they understand their child's routines, preferences and needs. Staff consistently ensure that every child feels safe, valued and supported, reinforcing children's sense of belonging.

Curriculum and teaching

Strong standard 

Leaders and staff have designed a highly inclusive curriculum that is ambitious, creative and highly responsive to children's interests and uniqueness. Communication and language are prioritised through staff consistently providing language-rich interactions. They give children time to practise and embed new language and skills through purposefully planned activities. Staff are highly effective in every interaction and take full advantage of every teaching moment that arises.

Staff's in-depth knowledge of each child's unique needs and stage of development allows them to plan short, sharp, impactful sessions that spark the children's curiosity. For example, in lessons that prioritise physical development, children practise gross motor skills modelled by staff in a fun and engaging way linked to the Winter Olympics. Mathematics is explicitly woven throughout the day, with inspiring practitioners taking every opportunity to incorporate mathematical language and concepts into every activity. For instance, learning is linked to Lunar New Year, where children enthusiastically pour rice and count with staff.

Through high-quality interactions, practitioners swiftly identify gaps in learning. Assessment and teaching are highly effective and children are consistently 'school ready'. A parent proudly said that their child 'just three weeks into school was able to read their first books confidently' and praised Fledglings staff for the significant role they played in their child's success.

Inclusion

Strong standard 

Leaders consistently consider children's uniqueness and make systematic and robust adaptations to their curriculum to best support each child in their care. They promptly identify children's individual needs through clear assessment processes. Staff review these plans with parents and external professionals, so support remains focused. This builds trust and a shared understanding, which is praised by parents. This collaborative approach ensures all children, including those with special educational needs and/or disabilities or who face barriers to their learning, can thrive. For example, staff work tirelessly to secure additional funding and specialist intervention for education, health and care plans.

Leaders use funding in thoughtful and purposeful ways to remove barriers to children's learning. For example, they skilfully create homely experiences so children are confident to share and communicate learning with their peers. This successfully strengthens communication and early language and closes the gap with their peers.

Regular professional development and reflective supervisions ensure staff apply strategies consistently and impactfully. Staff skilfully apply learning from training in daily practice. They systematically adapt activities to individual next steps, so all children succeed. As a result, all children at Fledglings make significant progress in communication, emotional development and independence, reflecting the high success of this inclusive approach.

Leadership and governance

Strong standard 

The inspirational and passionate leaders at Fledglings systematically evaluate the setting's practices and implement improvement to drive continuous development. Effective leadership and support for the staff team are notable strengths. Staff are supported with personalised goals. Expectations are set for individual staff to enhance their professional development. This in turn inspires excellence for children. Staff are given time and support, resulting in manageable workloads and consistent high wellbeing.

Through consistent and proactive supervision, leaders cultivate strong collaboration among staff, parents and external professionals. This enables staff and children to thrive. For example, they have played a pivotal role in coordinating targeted interventions for children who need additional support, resulting in extremely positive outcomes. Parents are kept well informed and are effectively supported by leaders and staff to continue their children's successful learning and development at home.

Leaders make positive links within their local area to share best practice and make a positive contribution beyond Fledglings. Their willingness to strive for the very best for their children is reflected in their consistent self-evaluative approach to leadership. This focused attitude results in them securing excellent outcomes for all children who attend this setting.

✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✔ **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children are safe and well cared for by committed staff who are nurturing and attentive. Children flourish in a wholesome environment established by staff who are deliberate and purposeful in building secure relationships. Staff care deeply about the children's success and wellbeing. As a result, all children demonstrate a clear sense of belonging and are confident, independent young learners. Children are valued as individuals and their interests are celebrated through carefully crafted activities that pique their curiosity.

Staff's knowledge of the children in their care is reflected in their approach to curriculum design. They plan purposefully with clear intent, which offers experiences that create awe and wonder. Children are excited to learn and are well supported by staff who engage in high-quality interactions alongside them. Children develop an understanding of their local community as they are taken on outings to neighbouring schools, residential homes and shops. Children learn Makaton and develop relationships with people within the local area, promoting confidence with communication and language skills that are inclusive and relevant. These opportunities, alongside the curriculum, ensure children have the knowledge and skills they need and are well prepared for their next steps.

Leaders and staff are dedicated to their role and skilfully reduce barriers to children's learning. Interventions are swift and children receive the support they need to make progress from their relative starting points. Staff engage positively with families as they work together for the best outcomes for every child. Leaders are flexible in their session offering and settling in sessions for new starters, which promotes good attendance.

Children leave Fledglings very well prepared for their next transition.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known, or previously known, to children's social care, and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standard 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.

The inspector spoke with leaders, practitioners, special educational needs coordinators and assistants during the inspection.

Inspector:

Nic Henson

About this setting

Unique reference number (URN): 307140

Address:

Eskdale Avenue
Bramhall
Stockport
Cheshire
SK7 1DS

Type: Childcare on non-domestic premises

Registration date: 14/09/1993

Registered person: Fledglings Pre-School Nursery Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:45 - 18:00

Local authority: Stockport

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 18 February 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

47

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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