



Little Angels of Fakenham

Inspection report for early years provision

Unique Reference Number	254168
Inspection date	25 January 2007
Inspector	Melanie Calway
Setting Address	Trap Lane Pavillion, Trap Lane, Fakenham, Norfolk, NR21 9RN
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Registered person	Little Angels of Fakenham
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Little Angels of Fakenham (formerly Maple Pre-school) opened in 1984. It operates from one room of the Trap Lane Pavilion on the outskirts of the town of Fakenham. A maximum of 22 children may attend the setting at any one time. The pre-school is open from Tuesday to Friday 09.15 to 11.45 each week during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 22 children from two to four years on roll. Of these, six receive funding for early education. Children come from the local area.

The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification. The setting receives support from a teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's good health is not promoted because hygiene practices do not protect children from the risk of cross-infection. There are facilities in the toilet for children to wash their hands individually and use individual paper towels but before snack time children share a bowl of water to wash their hands and their hands are dried on a shared towel which could lead to cross-infection. When children use the toilet they are able to do so independently because there is a step stool and toilet seat. Children are generally aware that they need to wash their hands, although staff are not giving them explanations as to why they need to so that they learn how to keep themselves healthy. The disabled toilet is used for changing children and this is suitably equipped and a screen is used to protect children's privacy.

Children's medical needs are met as all the staff have a current first aid qualification and a first aid kit is kept on a high shelf so that staff can deal with minor accidents and injuries appropriately. An accurate record of accidents is kept. Children's record forms contain information about medical conditions and allergies so that their needs can be met. A system for recording medication is in place. Parents are advised in the welcome pack that the staff will inform them about any infectious illnesses so that children can be protected from infection.

Children can rest, if they need to, on bean bags in the book corner. The outdoor area is well used in the summer but during the winter children do not get the opportunity to play outside and physical play is limited to times decided by adults, usually at the end of the session, giving children little physical outlet early on. Children are able to practice some balancing and co-ordination skills towards the end of the session and enjoy moving their bodies to music. They are able to move around the room with increasing control. They have opportunities to develop fine manipulative skills using scissors, glue sticks and playing in the sand and with small world play.

Children are given a mainly healthy snack and a choice of milk or juice to drink. Adults sit with children at these times and chat to them making it a social occasion. Children are encouraged to pour their own drinks. However, fresh drinking water is not readily available throughout the session and staff do not remind children to have plenty to drink to keep themselves healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in safe and suitable premises. The doors are locked while children are present to prevent children getting out or unauthorised persons getting in. At arrival and departure times the door is supervised to ensure that children remain safe. The premises are made welcoming as children's work is displayed and a range of activities is put out ready for them. Toys and equipment are appropriate to the age group and toys are regularly checked for safety and discarded if found to be faulty.

Children are kept safe as adults maintain a satisfactory level of supervision. A stair gate restricts access to the kitchen. Daily checks are carried out which pick up most issues and a periodic risk assessment is done every few months to identify any potential hazards. Parental consents for outings and transport have been obtained. Children are protected from the risk of fire as there is a fire evacuation procedure which is practised regularly so that children learn what to do in the event of a fire. Children are given explanations about safety so that they begin to learn about safety issues, for example, 'if you do that you might bump your head'.

Children's welfare is safeguarded as staff would seek advice on child protection issues. Some of the relevant information is available and some staff have undertaken recent training on child protection.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children come into the setting with their parents and carers who put their coats and bags up for them. They settle to a range of activities which have been put out ready for them. Staff are friendly and greet children and their families warmly and help them to settle into activities. Children are able to choose from sand, painting, sticking, book corner, role play and small world play. Staff position themselves at activities to support children and chat to them as they play. Children are given praise to boost their self-esteem. Children are developing some independence skills as they wash their hands in the bathroom, choose what to play with and pour their drinks at snack time. Children generally sit and listen at story and circle times. Children under three are given appropriate play opportunities and are able to join in with all of the activities. The setting is aware of the 'Birth to three matters' framework and are awaiting training on it.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a reasonable knowledge of the Foundation Stage and plan activities to cover all six areas of learning. All staff are involved in the planning process. Medium term plans include the learning intention and focussed activities are carried out on a weekly basis.

Children communicate confidently with adults and with each other using language to talk about their experiences and to express themselves. They generally sit attentively at story time and join in with action songs and rhymes. They have opportunities to make marks with pencils and with felt tips on white boards and some are able to write their names. There are some opportunities for them to recognise their names. Children are able to count during every day activities when they count each other at story time or count the number of windows they need to make for their bus and staff pick up on opportunities to do simple calculations with children, saying 'how many more do we need to make four?'. Children are using the language of position and shape.

Children are generally well behaved and interested in the activities provided. Their independence is encouraged at times. They are able to express themselves using different media such as clay, paint, drawing and sticking. They enjoy making their own vehicles out of junk modelling. They use their imaginations playing with the cars and trains. The role play area is set up with materials

to tie in with the transport theme and there are writing materials and paper so that children can make their own tickets. However, this area is not used as well as it could be and adults do not extend and develop children's play to provide them with challenges. Children are able to explore and investigate in the sand and are showing an interest in their environment. Adults point out that there is a hail shower. Children watch from the windows and two go outside with the supervisor to collect some hail stones in a cup. They then watch as the hail stones melt inside.

Staff make regular observations of children's achievements and some of these are transferred into scrap books along with photographs and examples of children's work. During focussed activities staff make notes of the next steps for individual children, although these are not transferred into the children's records. The next steps are then taken into account when staff plan activities to enable children to progress.

Helping children make a positive contribution

The provision is inadequate.

Children's individual needs are met as staff know children well and information is gathered on their registration forms to enable them to be cared for. Children are beginning to learn about the wider world as some resources reflect other cultures and the group celebrates festivals such as Divali or Chinese New Year. Children are given appropriate support. The group works with other agencies and parents to offer help to children who may have learning difficulties or disabilities and to enable them to be included in the setting.

Children are generally well behaved. Staff use mostly positive language to manage behaviour and strategies such as distraction. Children are learning to share and take turns as staff explain that they might need to wait for there to be room at a particular activity or at circle time when they wait to pull objects linked with transport out of a box and talk about them. Children's spiritual, moral, social and cultural development is fostered. They are forming positive relationships with adults and with each other and learning about the world around them through planned topics.

Parents enjoy a friendly relationship with staff and are able to approach staff or committee with any problems. However, the group has an inadequate knowledge of the requirements regarding the recording of complaints and this has resulted in a breach of regulations. A notice board by the entrance gives some information to parents but much of this is out of date. The list of staff members includes individuals who no longer work at the setting. There is an address in case parents should want to contact the regulator but this is no longer current and no telephone number is supplied. The complaints policy does not contain the required information regarding complaints. Parents receive some basic information in the welcome pack but there is no information in it regarding complaints.

The partnership with the parents and carers of funded children is satisfactory. Parents are given newsletters informing them about activities but information about the Foundation Stage is limited. Parents see the children's scrap books which go home on a regular basis. However, there is no system for parents to contribute or be actively involved in the assessment process.

Organisation

The organisation is inadequate.

Children are cared for by experienced staff and the deputy and the assistants have obtained the necessary clearances. However, the manager has never undergone the vetting process and as a result has not been cleared by Ofsted as being suitable to work with children. Ofsted has not been informed about changes to the management team and as a result clearances on the chairperson and committee members have not been obtained. This has resulted in a breach of regulations. Three members of staff are working towards achieving appropriate early years qualifications. The manager has a qualification in Social Care but does not hold the appropriate Level 3 qualification in early years so the group does not meet the requirements under the National Standards regarding training.

The premises are organised to give children a range of play activities. Staff supervise children to ensure they remain safe and support them at activities. A register is kept of children's attendance.

Not all of the required documentation is in place and not all of the policies and procedures contain up to date information. The outcomes for children are inadequate as the setting does not meet some of the National Standards or regulations. Overall the needs of the children are not met.

The leadership and management of funded children is satisfactory. Staff meet regularly and evaluate activities, although there is no formal system for self-evaluation. The management committee is formed from parent volunteers who are mainly involved in fundraising, although they liaise regularly with staff so that they are aware of what is happening in the setting.

Improvements since the last inspection

At the last inspection the setting was asked to identify a deputy and improve the organisation of the session so that staff have clear responsibilities and can group children appropriately so that all of their needs are met. A deputy has now been appointed who is working towards a Level 3 qualification and who can stand in if the manager is absent. Staff are positioned at activities and communicate during the session so that they are clear about their responsibilities. The organisation of the session does not allow for the need for physical play throughout the session and this will be a recommendation at this inspection. They were also asked to improve the range of activities to provide sufficient challenge for older children. The range of activities is satisfactory, providing adequate levels of challenge for older children.

For nursery education they were asked to develop the planning to ensure a balance over the six areas and to provide challenges for older children. The planning now ensures that the six areas are covered. Children are provided with some challenges but adults do not always take up opportunities to develop and extend children's play, for example in the role play area.

They were asked to provide opportunities in the daily routine for simple calculations and to use the language of shape and position. Adults introduce counting and calculation in the daily routine and the language of position and shape. They were asked to provide opportunities for

ICT, design, music and to use their own ideas in art. There are some simple programmable toys that children can play with and they enjoy designing their own vehicles with junk modelling. Children paint their own pictures and draw characters to go in their bus window. They enjoy making their own pictures from a range of different materials. They were asked to challenge and extend existing skills during physical play. Children can balance and move around the room to music, although this is for a short period at the end of the session.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- promote children's health by implementing good hygiene practices regarding hand washing to prevent the spread of infection, by ensuring fresh drinking water is available at all times, by giving explanations to children about health and hygiene and by extending opportunities for outside play throughout the year
- improve knowledge and develop systems for the recording of complaints, in line with regulations and provide up to date information to parents about the complaints procedure
- develop systems to ensure that Ofsted are notified about any significant changes, in particular, changes to the management team so that the suitability process can be completed and the necessary clearances can be obtained
- produce an action plan to demonstrate how the setting intends to meet the requirements for the manager to achieve the appropriate qualification for the post.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend opportunities for children to access physical play throughout the session
- encourage children to use their imaginations in role play by using adults to introduce, extend and develop ideas
- continue to develop the assessment system and provide opportunities for parents to contribute to and be involved in the assessment process.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk