

Fakenham Children's Day Care

Inspection report for early years provision

Unique Reference Number	254056
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Inspector	Anne Walker
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Registered person	Fakenham Children's Day Care
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Fakenham Children's Daycare Centre opened in 1993. It operates from a purpose-built premises with three main rooms and two smaller rooms. It is situated next to the cricket club and local high school sixth form centre, near to the town centre of Fakenham, Norfolk. A maximum of 63 children may attend the centre at any one time. The setting is open each weekday for 51 weeks of the year. Sessions are from 07:30 until 18:00 during term time and from 08:00 until 18:00 during school holidays. The children have access to two secure, enclosed outdoor areas, one for the older children and one for the younger ones.

There are currently 90 children aged from birth to eight years on roll. Of these 29 receive funding for early education. There are also children over eight years who attend the out of school and holiday club provision. Most children come from the local area. Children attend for a variety of sessions. The centre currently supports children with learning difficulties and also supports a number of children who speak English as an additional language.

The centre employs nine full-time and five part-time staff. Of these, 11 hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children learn the principles of good hygiene from an early age. They wash their hands before eating and after using the toilet and use the readily available tissues to wipe their nose. Adults act as good role models for younger children so that as they move through the nursery they generally require little adult support with these tasks. Some of the toilets do not have toilet roll dispensers and the bins for used tissues and paper towels do not have lids. These arrangements do not effectively minimise the spread of germs. The flooring in the baby area is kept clean so that they can crawl and explore safely. Arrangements for nappy changing are good with areas cleaned after each change and nappies hygienically disposed of. The majority of the staff hold a first aid certificate which ensures that there is always sufficient people on site to deal with any accidents if they arise. A policy regarding the care of children who are ill or infectious is shared with parents. It is acted upon and notices inform parent of any infectious illnesses. This ensures that they are able to work with the nursery to safeguard the good health of all children.

A range of home cooked meals are prepared on site each day. They provide children with nutritionally balanced meals that have appropriate regard to healthy eating. The children enjoy their food and eat well. They have a willingness to try new tastes. Pre-school and out of school care children, are frequently involved in preparing snacks as well as a new project to grow vegetables. These activities develop their interest in food and provides a good start to help them regulate their own eating habits. Babies individual feeding routines are known and effectively addressed so that they are content.

Good use is made of the outdoor areas so that children have frequent opportunities to be outside in the fresh air. They play energetically, digging their garden and using the range of equipment that fosters their physical skills appropriately. The large climbing frame provides good challenges for four-year-olds who competently scale the rope ladder. A series of tricycles, to bicycles without stabilisers enables children to progress and younger children clearly aspire to this. Children of two and upwards play team games such as the parachute or 'What's the time Mr Wolf'. These foster their coordination and sense of space as they work alongside their peers. Attention is given to supporting the mobility skills of babies using room furniture and push-a-long toys.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staffing in each area of the nursery is organised so that children are well supervised, including sleeping babies. They communicate well as a team to ensure that they remain deployed effectively to watch over children indoors and outside. Risk assessments for the centre are satisfactory but staff do not always remove hazards, especially in the outside area, to fully ensure children's safety at all times. Three of the low level heaters are unguarded. The main heating of the building is done prior to the children's arrival but in very cold weather they are turned back on for a period of the day and could pose a risk to children. Areas of the nursery are generally kept tidy to prevent trips and falls and children are encouraged to help tidy away on occasions. Sand and water are wiped straight away to prevent floors becoming slippery. Appropriate strategies are in place for the safe transporting of children to and from school and on outings.

The furniture and toys are kept clean and in a suitable condition. Children have access to toys that are developmentally appropriate and do not pose a risk to them. There are sufficient cots, bean bags and bedding so that the youngest children can rest comfortably and safely. Low tables, chairs and storage enables children to access their play and become increasingly independent in their environment.

The welfare of children is promoted as their carers understand their responsibility with regard to child protection. They know who to refer their concerns to within the facility and externally.

Helping children achieve well and enjoy what they do

The provision is good.

Children's care, learning and play is of a good standard as a result of confident practitioners who make efforts to know the children well and use this as their starting point to foster all aspects of their development. Children arrive in the morning, or after school, to a friendly, well prepared environment where their carers are ready to support them. Children of all ages have good opportunities to influence their play. Babies crawl and explore items laid out at ground level or are provided with varied items within their reach. In the out of school room, children are involved in planning and have free play throughout the session, choosing from a range of interesting activities which include woodwork. Babies are able to get messy as they explore sand, paint and water activities on a daily basis. They enjoy these tactile materials and are supported to explore and extend how they use them.

The routines of the day provide a framework so that children are secure. These routines are suitably varied according to children's stage of development. In the baby room staff work with each child's individual routine but as they grow they follow a similar routine to their peers. Staff use the routines flexibly to make the most of spontaneous learning opportunities that arise.

Toddlers show good concentration to a task in relation to their developmental level. They are interested role players because staff play alongside them and support their language skills well. Toddlers through to those attending the out of school care play cooperatively with their peers. They engage in successful group activities such as story time and singing, with enjoyment.

Nursery education.

The quality of teaching and learning is outstanding. The children are taught by a motivated team who have a secure knowledge of the 'Foundation Stage curriculum guidance'. They plan a balanced programme of activities that cover all six areas of learning. Their practice demonstrates a commendable awareness of how young children learn so that children's time is spent actively 'doing'. They learn about the cycles of the natural world by planting seeds in pots and plants in their garden. Fruit and vegetable peelings are taken by the children to the compost bin which in turn provides compost for their plants. Children are developing excellent skills as independent learners and are keen problem solvers. They examine insects in their bug-boxes and find creatures they cannot name. Highly effective questioning by adults helps them identify how to find the answers through books or the internet. They have outings to the local library to research interests such as dinosaurs and volcanoes. On their return they take part in experiments building a model volcano and mixing ingredients to cause an eruption. A young child independently fetches her name card to help her label her painting with her name and confidently sets about the task without needing adult support.

Children's physical skills are impressive. They scale large equipment with confidence and ease and can balance and jump, showing good awareness of their own bodies. They use a wide range of tools which include brushes and scissors as well as trowels when they 'build a wall'. Many children are beginning to form letters and write their own names.

Their ability to concentrate and persist at tasks is excellent because planned activities are pitched to provide the right level of challenge so that the children believe they can succeed. Three children listen to a tape recording of a rhyming poem along side the book. They identify the sounds of the machinery in the poem and congratulate each other as they get it right and acknowledge when they need to try again. A child investigates lengths of rope which they attach to small metal boxes and then work out how to move them by pulling on the ropes. There are many incidents of purposeful independent learning and staff are skilled at knowing when to intervene to support children and when to watch and be ready. They are confident to vary the routines and planning so that such opportunities are not lost.

Staff make very effective connections between their planning and assessments of children. Observations are pertinent and carried out regularly. Development records are well organised and show clearly through written records, photographs and examples of children's work what children have achieved. These are used to consider the children's next steps in learning or any areas that need re-visiting.

Helping children make a positive contribution

The provision is outstanding.

Children are very settled and have a strong sense of belonging to the nursery community. This is fostered by their carers in a commendable range of ways. Children are always warmly acknowledged when they arrive and depart. Older children arriving from school, readily share news of their day with staff and settle in as though they were in their own home. Children of all ages are provided with good opportunities to influence what they want to do and account is taken of ideas which are then incorporated into the play planning. Staff throughout the centre talk with the children about their families and time is readily given to social discussions involving groups of children. This can be about significant events in children's lives, such as a holiday where children can share their excitement with their peers and carers and are made to feel special.

Documentation at the outset is very clear and enables staff to work cooperatively with parents to meet children's individual needs. Babies ongoing development or weaning needs are identified through discussion and a good variety of written forms. Staff happily implement whichever works best for parents. Children have excellent continuity of care as managers and staff make themselves readily available building strong relationships so that parents feel able to share information. Good strategies are in place to support children with learning disabilities and for those that speak English as an additional language. These measures ensure that children are fully involved in the nursery day.

Children's behaviour is exemplary. They show high levels of empathy for each other. An enquiring child finds that a peer is feeling unwell and is keen to be the person to select a story and deliver it to the child for the adult to read. Strong friendships are forged because children have good communication skills and are able to negotiate play successfully. This behaviour is fostered by their carers who are admirable role models. They are calm and give consistent messages to children using respectful language. This gives the children a keen understanding of right from

wrong and how their actions impact and are perceived by others. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Information is provided about the running of the setting and notice boards in the entrance hall provide good details of the Foundation Stage. These are illustrated with a broad range of photographs to show how the children learn through play. Regular newsletters and notices encourage parents awareness of current activities so that they can talk with their children or extend their child's learning with things they may do at home. A good variety of social events are used as ways of sharing information with parents about their child's development. The strongest aspect of the partnership is the excellent relations that are forged between staff and parents. Both parties are confident with each other and can share concerns and information about things that may be happening at home or nursery. This provides children with security and ensures their confidence and motivation remains high.

Organisation

The organisation is good.

Children's development and welfare are effectively promoted as a result of the good systems in place to ensure that staff have the commensurate skills and are suitable for their post. The staff team has seen minimal changes and provides consistent care for children in their early years. The adults looking after children are a motivated and enthusiastic team who strive to provide good quality care for children. Room teams provide a balance of skills and experience and so that less experienced staff have good role models and always have someone on hand to guide them. Children benefit from their carers attendance at training courses which keep their skills up to date and enhance what they provide. Space is used appropriately to provide for children's developmental needs safely.

The operational plan, policies and record keeping are readily accessible. Staff generally understand their responsibilities to maintain records and follow policies so that the day-to-day management of the setting is good. Overall children's needs are met.

The leadership and management of funded education is outstanding. Management systems are very good in ensuring that staff working with this group of children have appropriate non-contact time to carry out their planning and assessments. This allows the senior practitioners time to reflect and target their next steps for children's learning very effectively. There are clear managerial responsibilities that help ensure standards remain high. The management has a sound knowledge of the 'Curriculum guidance for the foundation stage' and is able to guide and monitor the provision being delivered by staff. Excellent systems for regular feedback to the management group ensure that issues relating to nursery education are dealt with promptly and staff have the resources to carry out their work. There is a commendable attitude to professional development and keeping abreast of the skills requirement in this area of work. The manager and two of the staff are currently studying to gain a higher qualification.

Improvements since the last inspection

At the last inspection the provider agreed to improve areas of their policies and documentation. The child protection policy has been improved to include clear details of the procedures to be followed in the event of an allegation being made against a member of staff. The complaints procedure now contains contact details for Ofsted. These changes ensure that parents are well informed and have access to relevant details as needed. Written request for emergency medical

consent is obtained as the children start at the centre so that their safety and parents wishes are effectively addressed.

Nursery education.

At the last inspection the provider agreed to develop the opportunities in mathematical development for children to compare, use number and attempt simple calculations in their everyday play. This is now successfully incorporated into planning so that children have a wide breadth of planned activities which are skilfully supported by the staff. The children see numbers all around them, from wall displays to number lines which they peg in the outside area. Staff take relevant opportunities to introduce and practise mathematical skills as they arise through the day. Consequently the children are confident users of number and independently count and compare. A child counts the pieces of fruit on his fruit kebab and as he eats each piece he counts the remaining pieces.

Three-year olds now have regular access to information and communication technology. They use play phones and other items appropriately in their role play. A child-proof digital camera allows them to take pictures and record events in their nursery life. An exercise session is followed using the computer and children take turns using the mouse to select an exercise to try.

The staff have extended their knowledge of adapting activities to extend the challenges for children and are now very competent in this area of their practice. The written planning documents have been developed and clearly highlight differentiation in planned activities and these are used as a guide by all staff.

Complaints since the last inspection

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.

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 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

- further improve systems to prevent the spread of germs with particular regard to toilet roll dispensers and the disposal of tissues and paper towels

- improve precautions to prevent accidents with particular regard to children's access to unguarded heaters and staffs' knowledge of implementing the risk assessment procedures.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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