

# Little Angels of Fakenham

Inspection report for early years provision

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<b>Unique Reference Number</b>	254168
<b>Inspection date</b>	27 September 2007
<b>Inspector</b>	Anne Walker
<b>Setting Address</b>	Trap Lane Pavillion, Trap Lane, Fakenham, Norfolk, NR21 9RN
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<b>Registered person</b>	Little Angels of Fakenham
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good.

Children learn about taking care of their own health through consistent daily routines. The staff monitor the children well as they use the bathroom and explain the importance of washing their hands so that many of the three year olds are able to do this independently. Posters in the toilet area and by the snack bar include photos of children at the group washing their hands. This makes it relevant to them and acts as a reminder of what they need to do before eating. Tissues are readily available for wiping noses and nappy changing routines have regard to hygiene procedures. This helps minimise the spread of germs amongst children. The current topic, 'All about me', provides children with opportunities to explore ways they look after themselves, including clothing for different weathers and cleaning their teeth. A written sick child policy is shared with parents enabling them to work cooperatively with the pre-school to safeguard the health of all the children. There is at least one member of staff on site each day who holds a current first aid certificate so that any accidents can be dealt with promptly.

The children enjoy snack time and learn about healthy eating through the foods they are served. They look forward to this social occasion and are often involved in choosing from what is available in the fridge. They make healthy choices such as yoghurt and strawberries. Fruit is served daily. The children sometimes have a plain biscuit but understand that they only have one but can eat several pieces of fruit. Drinking water is available throughout the session and children have water, milk or squash with their snack. Any dietary needs are identified and addressed so that children's health is safeguarded.

The morning is well-organised and outdoor play is available to children for most of the session. The children enjoy being in the fresh air and keenly put on their coats once registration is finished. There is a good selection of activities that promote their physical skills such as stepping stone mats where children try out different ways of moving from one to the other. On occasions where it is not possible for them to be outdoors all morning, the activity plans are adapted. They spend a shorter period outdoors, between the heavy rainfall, exploring the puddles, running and pedalling tricycles and scooters. When they come inside they take part in action rhymes using their whole bodies.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are looked after in a comfortable and suitable environment. Risk assessments generally ensure that children's safety is promoted. A stair gate prevents access to the kitchen and heaters are guarded. The outdoor area is enclosed but one of the gates is not lockable and an additional temporary barrier is put in place to prevent them reaching the gate. This temporary barrier is not fully secure and it may be possible for children to leave unsupervised. Staff are deployed appropriately indoors and out at all times and supervise children well but the risks have not been fully minimised. There are effective systems for monitoring children's safety at the beginning and end of the session so that they cannot wander away at these busy periods. Fire-fighting equipment has been maintained and an escape procedure is understood and practised with the children so that they can cooperate with their carers if such an event were to occur.

The environment is organised so that children have independence in their environment. They use the toilet and sinks because there are seats and steps to make it easy for them. Play is presented on the floor or at child sized tables so that they are able to play safely. Children learn to contribute to keep a safe environment as they spend a brief period helping staff to tidy toys at each session. Equipment and play materials are of suitable quality and are clean and safe so they do not pose a risk to children.

Children's welfare and safety is promoted as the staff have a satisfactory understanding of their child protection responsibilities. They understand how children can be harmed and know who to share their concerns with, both in the setting and externally. Information is readily to hand including their child protection policy which is a useful guide. However, staff are not fully conversant with this as they do not talk to parents about any injuries children arrive with and keep a record of them. Neither are parents made sufficiently aware of this responsibility so that they can work cooperatively with the setting.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are warmly welcomed into the setting and staff are at hand to support them and their parents as they begin to settle in the pre-school at the start of a new term. Staff are sensitive to how each child responds and take their lead from the child so that most separate from their parents and happily engage in self-chosen activities. The environment indoors and out is satisfactorily prepared for their arrival so that they are interested in what the pre-school has to offer.

This young group of children are generally secure and confident as the organisation of the session and the daily routines are consistent and suitable for their level of development. Whole group times are brief but purposeful and maintain their attention. They include stories, talking about the weather or what is planned for the day. In addition there is time for them to investigate activities at their own pace, or join in with a small number of their peers for snack.

The activities generally meet their needs so that children are happy to try and gain a sense of achievement when they are successful. Development records are kept for each child based on regular observations made by staff. At present these do not inform the play planning to maximise the learning opportunities for each child aged between two and three years.

Nursery education.

The quality of teaching and learning is satisfactory. Overall staff have a reasonable knowledge of the Foundation Stage. Some staff are more experienced and they work well to support each other in the delivery of the planned curriculum. Observations and assessments are carried out on a regular basis and these form the scrapbooks for each child. They clearly show how children are progressing towards the early learning goals. Currently, the staff lack awareness of how planning and assessment are linked. This means that they are not fully utilising the useful information they have about each child when they come to plan activities and therefore do not maximise the learning opportunities. It also means that focussed activities are not as purposeful as they might be, even though they are generally relevant and enjoyable for children.

The children are keen to engage with adults and readily talk with them at the snack table, whilst practising their ball control skills outdoors and mark making in the shaving foam. The setting shows awareness of how young children learn and ensure that they are active participators at

all times. They explore sand and water outdoors and work out different ways to move between the coloured stepping stones. At whole group times they count how many children are at pre-school or comment about the weather as they complete the weather board.

Routines foster children's independence and social skills. They pour their own drinks and make good attempts to dress themselves ready to go outside. Children move between activities of their choice and demonstrate appropriate levels of concentration to their chosen task. With adult guidance a child persists to complete a jigsaw they have not done before. Role play is available to children each day and children are interested and some are able to initiate familiar scenarios. However, they are not sufficiently supported by the adults in this area to develop and extend their ideas.

### **Helping children make a positive contribution**

The provision is satisfactory.

The individual needs of children are identified on entry so that they are supported and valued. Staff talk with them about events at pre-school and at home, acknowledging different parts of their experiences. Adequate systems are in place to support children with learning difficulties and/or disabilities and the setting is willing to work with parents and other agencies so that all children are fully involved in the pre-school life. Children are learning about the wider world through the play materials which reflect people of different generations, from other cultures and with learning difficulties and/or disabilities, whilst some activities help them learn about the beliefs and customs of others. Children build good relationships with their carers and are learning about right from wrong because of the simple messages and explanations they receive. Older children are beginning to play cooperatively and to share and take turns with their peers. Children's spiritual, moral, social and cultural development is fostered.

Information is recorded at the outset regarding parent's wishes and their consent is obtained for relevant matters such as taking photographs for the children's scrapbooks. There are opportunities for parents to talk with staff at the beginning and end of the session and some relevant information is available to them on a notice board by the door.

Partnership with parents and carers is satisfactory. The play planning is displayed in the hall but not necessarily in a position that will draw it to parent's attention. Some information is provided about activities and topics through newsletters but overall parents do not have sufficient guidance to enable them to understand the curriculum that their children follow and how it is delivered through play. Children benefit from the friendly relationships staff have with parents and on occasions staff share information about progress a child has made and provide materials for the activity so that parents and child can share this at home. However, there are no regular or formal ways for parents to contribute what they know about their child or ways to use their information to contribute to the assessment process.

### **Organisation**

The organisation is inadequate.

Children's welfare and safety is not adequately promoted as the systems to check the suitability of the management committee, manager and staff is not robust and has not been implemented effectively. Checks for some of the management committee remain outstanding and this is also the case for the manager. The manager is currently undertaking an early years qualification but has not completed it so that at present she does not have a suitable qualification for her post. The suitability checks for staff relate to other settings they have worked in and the

pre-school have not undertaken to carry out their own checks to ensure information is current. The home addresses of staff working in the setting are not recorded or accessible, which is a requirement.

Children's files are organised and readily available. They are stored appropriately so that confidentiality is maintained. Staff files are not well-organised and do not clearly demonstrate their suitability for their post or how they are being managed and supported to do their job effectively. Management do not have systems in place to monitor and track the checks they initiate in relation to staff suitability in order that they are followed through in an organised way. Roles and responsibilities, in this area, are not defined so that those responsible do not know what each other is undertaking. Overall children's needs are not met.

The leadership and management is satisfactory. The staff meet regularly to discuss what they will provide for children. They all contribute to the planning and assessment systems, whilst the manager and her deputy ensure that this is formulated into workable plans for everyone to use. The manager deploys staff appropriately each day so that generally staff are aware of their responsibilities and able to support children. The management committee consists of a very small group of individuals. They work hard to liaise regularly with the manager and ensure that the setting has the resources they need to support children's learning and development. Systems to ensure people's suitability and skills are less effective.

### **Improvements since the last inspection**

At the last care inspection the pre-school was required to promote children's health more effectively, provide an action plan to demonstrate how the manager was going to achieve a relevant qualification for her post, notify Ofsted of changes to the management committee so that relevant checks could be undertaken and develop their knowledge of their responsibility to record complaints.

Good measures are in place that foster children's health effectively. The most significant impact on this has been to reorganise snack time so that it runs for at least an hour of the session. Children choose when they are ready and six children at a time sit together while the rest of the children continue with their play. This means that not everyone needs to wash their hands at the same time. The new system enables the adult supervising the snack to support the children as they wash their hands and she has time to talk with them and explain why they need to do so.

The manager is on a course to gain a relevant qualification for her post but has not completed it. She is aiming to do so by early 2008 but currently it remains the case that she does not hold a relevant qualification for her post.

Ofsted have been informed of changes to the management committee but systems are not in place to track and monitor what has been sent or to know when the checks are complete. Checks for all committee members have not been completed because not all relevant information has been supplied. This is also the case for the manager.

At the last nursery education inspection the setting agreed to encourage children to use their imagination in role play by using adults to introduce, extend and develop ideas, extend the opportunities for children to access physical play throughout the session and continue to develop the assessment system and provide opportunities for parents to contribute to the assessment process.

The children are interested in role play. Although staff are on hand and engage with children well at many activities, the role play remains an area where children are more often left to play independently and this aspect of their learning is less well fostered. The reorganisation of the session now provides outdoor play throughout the morning so that children have good opportunities to be in the fresh air, play actively and develop physical skills. The staff have continued to develop their assessment systems and have begun to consider ways to involve parents. As yet these ideas have not been implemented so that the benefits to children and parents have not developed.

### **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.

## **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 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:

- ensure that Ofsted is notified when the manager has completed an early years qualification so that necessary checks can be completed
- ensure adults looking after children or having unsupervised access to them are suitable to do so by submitting to the vetting procedure and supplying information which can be verified with relevant sources. Develop systems to demonstrate that checks have been initiated for the manager and staff and are being monitored until suitability has been confirmed
- ensure that accessible individual records are kept on the premises containing the name and address of the staff members
- improve procedures to promote the welfare of children ensuring that Ofsted are informed of significant changes, in particular, changes to the management committee so that the necessary checks can be undertaken

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):

- develop staff's knowledge of the link between planning and assessment so that the observations and assessments are used to inform the planning for children's next steps in learning
- develop the opportunities for parents to contribute to and be involved in their child's learning and the assessment process
- encourage children to use their imagination in role play by using adults to introduce, extend and develop ideas.

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](http://www.ofsted.gov.uk)