



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254168

DfES Number: 500563

INSPECTION DETAILS

Inspection Date 12/02/2004
Inspector Name Sally Ann Hubbard

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Angels of Fakenham
Setting Address Trap Lane Pavillion
Trap Lane
Fakenham
Norfolk
NR21 9RN

REGISTERED PROVIDER DETAILS

Name The Committee of Little Angels of Fakenham

ORGANISATION DETAILS

Name Little Angels of Fakenham
Address Trap Lane Pavillion
Trap Lane
Fakenham
Norfolk
NR21 9RN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Angels of Fakenham (formerly Maple Pre-school) has been operating since 1984. It operates from one room of the Trap Lane Pavilion on the outskirts of the town of Fakenham. Little Angels serves the local area.

There are currently 34 children from two to five years on roll. This includes three funded 3 year olds and four funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and none who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45.

Three full-time staff work with the children. Two of the staff have early years qualifications to NVQ level 2. One staff member is currently working towards an early years qualification to NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Little Angels of Fakenham provides satisfactory care for children.

The pre-school ensures that adults are suitable to work with children. All staff hold a level two qualification and supervisor is working towards level three. However they do not have a deputy to take charge in the absence of the supervisor. Staff meet adult child ratios and make good use of the room to provide several different areas for activities but staff do not yet have clear roles and responsibilities and children are not always grouped appropriately. The premises are suitable for use and staff make the room welcoming by setting out a basic range of activities. They have appropriate furniture, equipment and toys, however these are not always effectively used to provide a sufficiently stimulating, challenging environment, which encourages children to self-select resources. Records are in place and readily accessible but

some policies and procedures need to be updated.

Staff are aware of safety issues and take steps to ensure children are safe. They promote good health and hygiene and have policies and records in place to support this. Staff have a good understanding of children's dietary needs and provide healthy snacks and drinks. They have appropriate procedures in place that they would follow if abuse or neglect is suspected.

Staff provide children with a satisfactory range of toys and activities. They have very good relationships with the children and know them well. Children generally behave well, they are praised for appropriate behaviour. Staff are positive, provide good role models and rules are consistently applied. The pre-school can effectively support children with special needs.

Staff have good relationships with parents who form the committee responsible for running the group. Parents are confident to approach staff and share information and are welcome to stay and settle their children.

What has improved since the last inspection?

At the last inspection there were four actions imposed, the pre-school had to ensure that all staff and committee complete check forms, they have now all completed the forms for statutory checks. They had to produce a risk assessment, this is now in place and a process is in hand to ensure it is reviewed regularly. The behaviour management and child protection policies have been developed and these now show clear responsibility for these areas.

What is being done well?

- Staff have good relationships with children and know them well, they are able to treat them according to their individual needs.
- Children behave well and staff manage behaviour positively and apply rules consistently.
- Staff have a good understanding of children's dietary needs and provide them with healthy snacks and drinks.
- The pre-school have good policies and procedures in place for children with special educational needs and enable them to receive support so that they can participate in all activities.

What needs to be improved?

- the procedures for staff to deputise and the organisation of the session
- the range of activities and children's access to them
- the system for updating and reviewing the operational policies and procedures.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Identify a deputy who can take charge in the absence of the manager. Improve the organisation of the session to ensure staff have clear roles and responsibilities and can group children appropriately to ensure their needs are met at all times.
3	Improve the range of activities to ensure these are stimulating and provide sufficient challenge for those children who are older or more able.
14	Review and update the operational policies and procedures.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Little Angels of Fakenham is generally good. It enables children to make generally good progress in physical and personal, social and emotional development, communication language and literacy and knowledge and understanding of the world. However there are significant weaknesses in mathematical and creative development.

The quality of teaching is generally good. Staff are beginning to learn about and understand the foundation stage. A system for planning is currently being developed however this still requires further development to ensure it provides a balance across all areas of learning and stepping-stones and to ensure activities provide sufficient challenge. Staff have good relationships with children and support their behaviour by giving praise and reinforcing rules. Staff ensure children with special educational needs are effectively supported and included. A system for making assessments to chart children's progress are currently being developed and these begin to show how children make progress towards the early goals.

Leadership and management is generally good. Staff are in the early stages of developing as a team under new management and are not yet fully clear about their roles and responsibilities. They will have regular meetings to help develop the team and their roles. They have a training and development plan in place, which is in progress. The management committee and staff are committed to improving the care and education they provide for children.

Partnership with parents is generally good. They are provided with good information about the pre-school and are encouraged to share what they know about their children. Staff have informal discussions and share information with them on a regular basis, however they are not yet able to be fully involved in their children's learning or discuss children's progress.

What is being done well?

- Children are making generally good progress towards the early learning goals in personal social and emotional and physical development, communication language and literacy and in knowledge and understanding of the world.
- Staff and management are dedicated to making improvements and progress to develop the pre-school.
- The pre-school has effective procedures and support for children with special educational needs.
- Staff have very good relationships with children and enable them to settle well. They support children's behaviour by providing good role models, giving them praise and reinforcing rules.

What needs to be improved?

- the planning to ensure a balance across all areas of learning and stepping stones and to ensure activities provide sufficient challenge for the older or more able children
- the opportunities in mathematical development for children to learn about simple calculations, about space shape and measure and to use positional language
- the opportunities in knowledge and understanding of the world for children to learn about and use information and communication technology and designing and making skills
- the opportunities in communication language and literacy for children to make marks in every day activities
- the opportunities for children to be challenged and extend existing skills during physical activities
- the opportunities in creative development for children to explore music and sound and to use their own ideas and imagination in art and design.
- the opportunities for parents to contribute to and be involved in their children's learning

What has improved since the last inspection?

At the last inspection there were four key issues and generally good progress has been made with these overall. The setting was asked to provide regular opportunities for children to take part in adult directed, group activities so that they experience a balanced programme of learning and have more opportunities to develop their listening skills. Children have a specific, adult led group time, which enables them to develop their listening skills.

The second key issue was to ensure that staff have consistent expectations of how children should behave, particularly in group situations, and explain them clearly to the children. Staff have realistic expectations of children's behaviour and have rules, which are clearly explained to children and consistently applied. Children demonstrate good behaviour.

The setting had to give greater priority to mathematics in the overall programme and make more use of daily routines and children's free play activities to engage them in counting, recognising and using numbers. Children have opportunities to count during the sessions and relate number to objects but the overall programme still has weaknesses.

Finally the setting had to provide more opportunities for four year olds to develop their listening skills, use verbal language for communication and develop their vocabulary. Children now use language and vocabulary well during the sessions and have developed their listening and concentration skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, happy, showing good relationships with staff. They sit and concentrate for extended periods, for example, at the spider game and dough table. Children show care for others and help them with activities. Children generally behave well and are given praise. Children are developing personal independence such as with hand washing and drinking water. They learn about their own beliefs by celebrating birthdays and other cultures by looking at some festivals celebrated.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are beginning to develop language and communication skills and talk about what they are doing. They are learning to recognise letter sounds in everyday activities. Children access a good range of books in a comfortable book area, they are learning to handle them correctly and they enjoy listening to stories read by adults. Some children are beginning to form recognisable letters. However children are not provided with sufficient opportunities to make marks in everyday play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are learning to count and listen to staff counting throughout the activities. Some can recognise simple numbers and relate these to the game they are playing and examples of numbers are displayed. Children are beginning to recognise size and some shapes but do not have sufficient opportunities to do this or to use positional language. Children do not have opportunities to learn about using numbers to do simple calculations in their everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about change over time and can investigate using their senses when growing seeds, looking at melting ice and cutting up fruit. They are learning about where they live and make visits into the local area. Hi are gaining a sense of time as they discuss events in their own lives and remember things that have happened to them. Children have some opportunities to use ICT however this is limited and they do not have sufficient opportunities to use design and making skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently around the room during the session and on the bikes and cars showing good co-ordination and control. They are beginning to show awareness of space and negotiate obstacles such as roadway signs and cones. Children are learning about health and bodily awareness through topics and every day activities. They use small tools with skill and control, however the physical activities do not provide sufficient challenge or extension of existing skills.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have some opportunities to explore colour and texture and use their senses with the dough. Children use their imagination during role-play dressing up and going shopping. They have opportunities to sing simple songs and rhymes, however they do not have sufficient opportunities to explore music and sound or move imaginatively to music. Children do not have sufficient opportunities to use their own ideas and imagination in art and design.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the planning to ensure a balance across all areas of learning and stepping-stones and to ensure activities provide sufficient challenge for the older or more able children
- develop the planning to provide sufficient opportunities in mathematical development for children to learn about simple calculations, about space shape and measure and to use positional language; in knowledge and understanding of the world for children to learn about and use information and communication technology and designing and making skills; in communication language and literacy for children to make marks in every day activities; in physical development for children to be challenged and extend existing skills and in creative development for children to explore music and sound and to use their own ideas and imagination in art and design
- provide opportunities for parents to contribute to and be involved in their children's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.