



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254056

DfES Number: 500349

### INSPECTION DETAILS

Inspection Date	14/07/2004
Inspector Name	Sally Ann Hubbard

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Fakenham Children's Day Care
Setting Address	Highfield Lawn Field Lane FAKENHAM Norfolk NR21 9QR

### REGISTERED PROVIDER DETAILS

Name	Fakenham Children's Day Care 2784445 1069990
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### ORGANISATION DETAILS

Name	Fakenham Children's Day Care
Address	Highfield Lawn Field Lane FAKENHAM Norfolk NR21 9QR

## 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

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, which is a small market town with all amenities. Fakenham Children's Daycare Centre serves the local area.

There are currently 86 children from nought to eight years on roll. This includes 13 funded three-year-olds and 15 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs but none who speak English as an additional language.

The centre opens five days a week all year round. Sessions are from 07:30 until 18:00 during term time and from 08:00 until 18:00 during school holidays.

11 full-time and 4 part-time staff work with the children. 12 of the 15 staff have early years qualifications to NVQ level 2 or 3 and most of the relief staff are also qualified. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership (EYDCP).

### How good is the Day Care?

Fakenham Children's Daycare Centre provides good quality care for children aged nought to eight years.

The centre has appropriate policies in place to ensure staff are suitable. Staff are experienced, qualified and organise space and resources well to help meet children's needs. Staff ensure the premises is safe, secure, suitable and made welcoming to children. Furniture and equipment is appropriate and used to create an accessible environment. Most of the required documentation is in place, however,

the complaints and child protection policies require updating.

Staff promote safety well within the centre, supervise children at all times to prevent accidents and are aware of policies and procedures. Staff promote good hygiene practices, take positive steps to prevent the spread of infection and appropriate measures when children are ill. However, they do not have permission to seek emergency medical aid. Staff provide children with regular drinks and freshly prepared, healthy snacks and meals. Staff have procedures to follow if they suspect a child is being abused, but these do not detail the action to be taken in the event of an allegation being made against a staff member.

Staff plan, and provide, a good range and balance of activities helping children make progress in all areas. Children have access to a variety of toys, and resources, all stored in low-level units. Staff positively promote equal opportunities within the centre and children are provided with appropriate toys, images and resources. Staff are very supportive of children with special educational needs, and their families, and work together to meet their needs ensuring all children can participate in activities. Staff provide positive role models for children's behaviour and children are given appropriate boundaries and explanations.

The centre works very well in partnership with parents and carers and information is shared daily. Parents and children are welcomed into the centre.

#### **What has improved since the last inspection?**

There were no actions imposed at the last inspection.

#### **What is being done well?**

- Staff organise the session very well. They have very clear roles and responsibilities. They make the premises very attractive, welcoming and inviting to both children and parents.
- Staff and children relate well to each other. Children are well-settled, happy and confident.
- Staff are very aware of safety issues and supervise children well while they play inside and out. They take positive steps to prevent accidents.
- Staff promote healthy eating and ensure they are able to meet children's dietary needs. All snacks and meals are freshly prepared on the premises.
- The centre works well to promote positive partnerships with parents. Parents are very complimentary about the care and education their children receive.

#### **What needs to be improved?**

- the permission to seek emergency medical aid
- the complaints procedures to include the name of the regulator
- the child protection policy to include details of the procedures that would be followed in the event of an allegation being made against a member of staff.

### Outcome of the inspection

Good

### 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
7	Request written permission from parents for seeking emergency medical advice or treatment.
13	Develop the child protection policy to include details of the procedures that would be followed in the event of an allegation being made against a member of staff.
12	Include the name and contact details of Ofsted as the regulator in the complaints procedure

## 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 Fakenham Children's Daycare Centre is acceptable and of good quality. It enables children to make very good progress towards the early learning goals in physical, creative and personal, social and emotional development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Most staff have a good knowledge and understanding of the foundation stage. Written curriculum plans are in place. These are detailed, cover all six areas of learning and show a balance across the stepping-stones. Activities are adapted for older, or more able, children. However, staff miss some learning opportunities, not always following through, or extending, activities appropriately. Staff have excellent relationships with children and know them very well as individuals. They provide good role models for behaviour and give children clear explanations. Staff spend a much time working directly with children. The learning environment is attractive, and well-organised, enabling children to be self-sufficient. Assessments of children are very good and begin to show where individuals are making progress.

Leadership and management is generally good. There is a very strong management committee in place and they effectively assess the centre's strengths and weaknesses. Staff work well together as a team and have clear roles and responsibilities. The management committee is committed to providing good quality care and education and to making improvements.

Partnership with parents is very good. They are given an informative brochure, which gives details of how the centre operates. Regular newsletters give them information about various events and topics. Parents can discuss their children's progress, and are given progress records and a report, when they move on to another setting. They give very positive comments on how well their children settle and what a friendly environment the centre provides.

### What is being done well?

- Children make very good progress in personal, social and emotional development. Staff are very welcoming and know individual children well. They create a friendly, family environment in which children can feel secure and well-settled.
- Children make very good progress in both physical and creative development. They are given a variety of opportunities indoors and outdoors to develop their learning.
- Staff work well together as a team and all have very clear roles and responsibilities.

- The management committee show commitment to improving the quality of care and education they provide.
- Staff have very good relationships with parents who find them very approachable and friendly.

#### **What needs to be improved?**

- the opportunities in mathematical development for children to compare, use number, and attempt simple calculations, in their everyday play
- the opportunities in knowledge and understanding of the world for three-year-olds to learn about, and use, information and communication technology
- the implementation of activities to ensure staff extend and develop learning opportunities appropriately.

#### **What has improved since the last inspection?**

At the last inspection the centre were given two points for consideration and they have addressed these since then. These were:

1. In planning, staff need to consider the use of the stepping-stones as a focus for planned activities. Since March 2001 the centre have changed their planning process. The medium term plans now show which stepping-stones are to be met, enabling all staff to understand the process more easily. New daily plans have been put in place giving more detail for focussed activities. Staff have attended further training on planning and the stepping-stones. They have regular cluster meetings and visits from the link teacher to help with this process.

2. Ensure a member of staff is available at certain times to share books, and read stories, with the children. Books are accessible to children at all times and staff are available to read stories to small groups or individual children as needed. Children also gather together for a large group story time.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and have very good relationships with staff and their peers. They play in small groups, or individually, showing good concentration and perseverance. Children are happy and secure and staff prepare them well for changes. Children generally behave well. Some show a good understanding of appropriate behaviour and care and consideration for others. Children can be independent in selecting and using resources. They are learning about their own beliefs and those of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well and are confident in their use of vocabulary. They are provided with very good opportunities to remember, and reflect on, their experiences. Children show confidence in making up their own rhyming words. Most children handle books very well, enjoy looking at them and having stories read. Examples of print are displayed. Mark-making is available in role-play and as a self-select activity. Some children write their names using recognisable letters, correctly formed.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to count during everyday activities, and most do this confidently, and relate numbers to objects. Children are given responsibility for counting during songs and rhymes. However, they do not have sufficient opportunities to compare number or learn about simple calculations. Children have opportunities to talk about, name and recognise shapes. They learn about size with practical activities. They weigh, and measure, ingredients for cooking and learn about volume.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate in an interesting, attractive learning environment. They look at the features of living things and objects. Children have many different construction kits to build and make models with. They learn about and use ICT, however, three-year-olds do not have sufficient use. Children have good opportunities to learn about their environment, making visits to the local area, and gain a sense of time by undertaking longer projects.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show confidence and move around with good co-ordination and skill. They begin to show good awareness of space and others, easily avoiding obstacles, when moving around. They move using a range of body parts, hopping and crawling. They have opportunities to balance & climb. Children learn about health, and bodily awareness, and discuss the effect exercise has on their bodies. Children use a range of large, and small, equipment confidently (such as bikes and scissors).

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are able to explore a wide range of different materials such as clay, paint and sand. They use descriptive vocabulary with clay. Children sing songs and rhymes and have opportunities to play musical instruments. They understand loud and quiet, some following the beat and keeping in time. Children show very good use of imagination in role-play. Plans also show music and dance is time-tabled. Children use their senses in a variety of activities, such as sound-lotto and cooking.

**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 include sufficient opportunities in mathematics for children to learn about simple number operations and calculations through everyday activities. In knowledge and understanding of the world include sufficient opportunities for the three-year-old children to learn about, and use, ICT.
- Improve the implementation of activities to ensure staff extend and develop learning opportunities appropriately.

*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.*