

Little Angels of Fakenham

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

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, Norfolk. A maximum of 26 children may attend the setting at any one time. The pre-school is open each weekday from 9am to 11.45am and Tuesday, Thursday and Friday afternoons from 12.30pm to 3.30pm, during school term times. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register. There are currently 33 children from two to four years on roll. Of these, 11 receive funding for early education. Children come from the local area.

The pre-school employs seven members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress towards the early learning goals, have positive relationships with the staff and enjoy a range of activities. The requirements of the children are met as staff have a sound knowledge of the Early Years Foundation Stage. The indoor and outdoor environment is used effectively and children regularly enjoy the use of the outdoor space. Staff demonstrate through their knowledge of policies and procedures that children are fully safeguarded and their welfare promoted. Practitioners have positive relationships with the parents. The setting has begun to use self-evaluation to highlight areas of strength and areas for improvement to develop their practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure an accurate record of risk assessments is kept clearly stating when it was carried out, by whom, date of review and any actions following (Suitable premises, environment and equipment).
- 19/12/2011

To further improve the early years provision the registered person should:

- develop the educational programme by reviewing the links between observations and assessments using these to inform planning so it is challenging and extends the children's development across all areas of learning
- develop further children's opportunity to use a range of information and

- communications technology equipment to extend the children's learning
- develop further the systems for self-evaluation to ensure how this continuous quality improvement impacts on children's achievements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because they are cared for by appropriately qualified staff that are suitably vetted. Staff regularly update their knowledge of safeguarding procedures by attending training, making them vigilant to the signs of abuse. Staff demonstrate an adequate knowledge of the procedures to follow should an allegation of abuse be made. Risk assessments are in place and safety checks carried out to protect children from harm, therefore children are able to move about the setting in safety. However the review process is not accurately recorded which is a breach in the specific legal requirement.

The setting has begun the process of self-evaluation and has identified areas of strengths and areas that need improving. However priority is not always given to improvements that would make the greatest impact on the outcomes for children. The setting demonstrates it is committed to improvement and has begun to discuss the use of effective action planning to develop for the future. For example the setting has applied for a quality funding grant and wish to use this to provide natural play equipment. The professional development of the staff is given priority and staff are encouraged to train towards gaining appropriate qualifications, so that the learning and development outcomes for children are improved.

The setting has strong links with the local community and meets with other providers of the Early Years Foundation Stage framework. This has a positive impact on the children as practice and resources are shared giving the children the opportunity to extend their learning. Partnerships between staff and parents are friendly; parents contribute to their child's learning by providing information on their child's likes and dislikes before they start. As a result staff are kept well informed of children's emerging interests and talk about these with the children. The setting gives each child an 'All About Me' box which the children decorate and take ownership of. The box goes home and the children collect treasures demonstrating activities they have done. The boxes are then shared at circle time and used as a discussion point for the children to share their experiences.

Policies and procedures are in place to support equality and diversity. Staff have built up firm relationships with the local authority to support children who may have special educational needs and/or disabilities. However, systems for planning and assessment are not sufficiently robust to ensure children meet their full potential and the setting is meeting their individual needs.

The quality and standards of the early years provision and outcomes for children

Children are making satisfactory progress towards the early learning goals of the Early Years Foundation Stage in relation to their starting points.

Staff welcome the children into the setting and as a result children feel safe and happily settle to the activities provided. Staff engage positively with all children and provide them with a comfortable play environment. They demonstrate they know the children well and this is achieved as information is gathered prior to the children starting. However the key worker system is not always used effectively and as a result younger children can sometimes become disengaged with the activities set out.

Staff have a sound awareness of the Early Years Foundation Stage and use this to plan activities for the children around the six areas of learning. However, observation and assessment of children do not clearly identify children's learning achievements and future plans for progress towards the early learning goals. At times the activities and resources available lack purpose to offer children sufficient challenging experiences. For example snack time is a missed opportunity for children to develop skills for the future as it is prepared in the kitchen. Children do not engage in discussion about healthy eating practices which impacts on their ability to make connections between exercise and the need to give our bodies energy. The setting encourages and supports parents in providing healthy lunches as a variety of leaflets are provided as a result children initiate conversations at lunch time about what they are eating.

The setting make effective use of hand washing posters and staff use this as a basis for discussion with the younger children that need assistance at hand washing time. An older child struggles to use the soap dispenser but is persistent and eventually manages to dispense some soap, understanding the need to wash the dirt off his hands before eating lunch as he does not want muddy sandwiches. At nappy changing times appropriate cleaning routines are in place to prevent the spread of infection.

Children enjoy a range of activities and resources particularly in the outdoor environment. For example children engage in a construction site role play, they gather hard hats and goggles 'in case something falls on my head'. The children move around the room on trikes to fix various objects within the room. Children request equipment from the storage unit to support them in their play. Staff engage in the children's play and use effective questioning to help them problem solve. For example on a round wooden see-saw a group of four children sing 'Row row row the boat' with a staff member who encourages the children to think about what they might see if they were on a rowing boat. The activity is extended as children respond positively testing ideas such as if a crocodile or a shark was in the pond and what would happen to the ducks.

Children are provided with some opportunities to use information and communications technology for example a child sings about a children's television

character into a karaoke microphone, however the activity is heavily adult-led and children are not given the opportunity independently explore the equipment. Photos demonstrate that children have had the opportunity to use the computer however information and communications technology equipment is not set out for children to access as part of the settings continuous provision.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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