

# Fakenham Children's Day Care

Inspection report for early years provision

---

**Unique reference number**

254056

**Inspection date**

26/03/2012

**Inspector**

Andrea Snowden

**Setting address**

Highfield Lawn, Field Lane, FAKENHAM, Norfolk, NR21 9QR

**Telephone number**

01328 862422

**Email**

[fcdc@btconnect.com](mailto:fcdc@btconnect.com)

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Fakenham Children's Day Care opened in 1993 and is managed by a voluntary committee. It operates from premises owned by the setting in the town of Fakenham, Norfolk. Children use a variety of play areas and there is access to an enclosed garden from both main playrooms. The centre opens each weekday for 51 weeks of the year between the hours of 7.30am and 6pm. There is also a holiday club available which operates between 8am and 6pm. Children may attend for a variety of sessions within this time frame.

The centre is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 63 children under the age of eight years at any one time. There are currently 55 nursery children on roll, some of whom receive funding for early education. There are 76 out of school club children on roll, of whom 12 are within the Early Years Foundation Stage. The centre supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The committee employ a team of 15 childcare staff, all of whom hold relevant qualifications. The centre receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making very good progress in their learning and development, particularly with regard to their personal, social and emotional development. They are well cared for within the Early Years Foundation Stage. Children are safe and secure and settle quickly in this family-orientated setting. Exceptional partnerships with parents and other professionals and agencies ensure children's individual needs are unquestionably met. The nursery management team has used self-evaluation effectively to bring about improvements in the setting which have greatly benefited the children.

## What steps need to be taken to improve provision further?

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

- update the behaviour management policy and the safeguarding policy to expand on procedures for dealing with instances of bullying and also for whistle blowing
- improve hygiene practices in the setting with regard to nappy changes
- revise the system of recording accidents to ensure confidentiality is maintained
- ensure toys, furniture and equipment are maintained to an acceptable condition and are suitable for purpose.

## **The effectiveness of leadership and management of the early years provision**

Children are very well supported by an established staff team who are vetted, well qualified and dedicated to their roles. There are robust recruitment procedures and processes for induction, and regular appraisals mean that staff are well equipped with the necessary skills to work with children. Most have an exceptionally clear understanding of how to safeguard children from abuse and all understand the process for reporting concerns to the manager. There are clear policies in place for the effective management of the setting. However, procedures for whistle blowing and dealing with bullying are not expanded upon, meaning that staff may be hindered from taking appropriate action if needed. Children's health is mostly well promoted, although practices are not always monitored to ensure this is upheld. All the required documentation is in place, but the recording of accidents is not managed in a confidential manner. Thorough risk assessments for the nursery and any outings and school pick-ups are in place and because staff are vigilant children play and explore in safety. There is a good selection of play resources available for children, however many of these have become worn and some are not clean enough. The lack of appropriate picture labelling on some resources is not effective in helping some children to become independent and steer their own learning. Nevertheless, staff work very effectively as a team to support children's learning, and the children develop an understanding of environmental sustainability through use of recycling, composting and gardening.

The setting provides very good support for children with special educational needs and/or disabilities and their families. For example, funding has been secured and the setting is able to offer respite care in the holidays for families. The staff are properly equipped with resources to meet children's needs and are well trained. Through working extensively with parents, professionals and other agencies, all children are helped to reach their full potential. The setting takes significant steps to ensure all families are welcomed into the setting and seeks clear information to ensure all feel a sense of belonging. Children's awareness of diversity is heightened through displays, photographs and play equipment.

Parents speak very highly of the setting and all agree they have a close relationship with the staff, enabling them to have free and frank discussions. They receive very good information when joining the setting, and feel that staff are supportive, approachable and reassuring. Parents greatly value the 'extended family' feel the setting has and know that their children are safe and well cared for. They have regular access to children's assessment records and many contribute observations from home. They also frequently contribute their ideas by using the planning board to let staff know about children's specific interests. Additionally, the setting has taken positive steps to forge relationships with other providers attended by the children, and as a result there is a coherent approach to children's learning from all their carers.

The management team continually uses reflective practice to make improvements in the setting. The views of the children, parents and staff are all included, and as a result all users have a real voice in the setting. Many plans for improvement have

already been developed and maximised, improving outcomes for children, while plans for the future are well targeted and will support children's learning and development further. Specific projects, such as the development of a sensory room, are delegated to members of staff to capitalise on their skills. Staff are clearly delighted to be involved in these projects and there is a very positive team spirit in the setting.

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

Children settle well in this setting and are nurtured by staff who are kind. Babies experience a high degree of bonding with their key person, who cuddle them, maintain eye contact while feeding them and look after their personal needs very well. Older children are also supported well by staff, who ask them questions to promote learning and plan a range of activities which are fun. Staff use a simple but very effective cycle of observation, assessment and planning to ensure children participate in purposeful play. A wide range of activities mean that all children make good progress in their learning and development. Children attending after school have many opportunities to play outdoors and enjoy some active games, such as rounders. They enjoy the art and craft opportunities, and some who just want to relax are able to do so on comfy sofas. Children learn to express themselves well. There are many activities and opportunities for them to think about and talk about their feelings. The babies respond to staff's voices and body language and use babble to talk back.

Children seek out their friends and play cooperatively, for example as one shovels sand the other holds the bucket of water stable. They follow simple instructions to hang up aprons and prepare and serve their own fruit at snack time. Older children speak eloquently, using and pronouncing complex words accurately. Children take part in activities to promote hand-eye coordination, developing skills needed for handwriting. They use mark-making equipment from a young age, with babies using paint dabbers and brushes to paint with water on the fences, while older children use pens to form the letters of their name. Babies are seen enjoying textured books and older children join in with favourite stories, anticipating what might happen next. Children count and use mathematical concepts in their play. They use early calculation skills when they take one away in number rhymes and recognise shapes and colours.

Children's knowledge and understanding of the world is evident as they play. They use electronic and battery operated toys to promote their knowledge of information and communication technology, and the touch screen computer is used by all children. Babies are intrigued by cause and effect toys and enjoy exploring the rain sticks and sensory equipment. Children run in the garden, pedal cycles, climb and slide, to promote their physical development. They use a range of media to explore and be creative. All children are learning about keeping themselves safe, for example, how to use scissors safely and being aware of road safety when they go out. They talk about the need to wear hats and sun cream when the weather is hot. Children enjoy a wide variety of fresh fruit at snack time, and wholesome dinners are eaten heartily. Children are learning about personal

hygiene. Older children wash their hands without reminders and use and dispose of tissues hygienically. However, young toddlers are not always reminded to wash their hands after nappy changes or using the potty. Children's behaviour is very good. Staff use positive strategies which encourage children to try to negotiate and resolve issues for themselves. Simple explanations for younger children begin to help them learn right from wrong and older children respond to the staff's expectations for good behaviour. Children's self-esteem is high because staff are full of praise for their achievements. They are confident and happy and enjoy their time in this setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----