

Little Angels of Fakenham

Trap Lane Pavillion, Trap Lane, Fakenham, NORFOLK, NR21 9RN

Inspection date	09/05/2014
Previous inspection date	08/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff establish warm relationships with children. As a result, children demonstrate that they feel safe and secure.
- Staff make clear their expectations for children's behaviour, which means that children behave well and respond positively to others.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the pre-school.
- There are few multicultural resources, particularly in the role play area, that reflect a range of cultures and backgrounds to promote children's understanding of the wider world.
- Self-evaluation has yet to be used to fully monitor all areas of the provision to accurately identify potential for improvement.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.

Inspector

Clair Stockings

Full report

Information about the setting

The pre-school was registered in 1984 and is on the Early Years Register. It operates from a pavilion in Fakenham, Norfolk. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 1pm on Monday and Friday and from 9am until 3pm on Tuesday, Wednesday and Thursday. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children and there are currently 42 children on roll. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the level of challenge provided for children and support them to make more rapid progress by effectively using the assessment of children's skills, interests and development to inform the planning of activities.

To further improve the quality of the early years provision the provider should:

- extend ways of supporting children's growing understanding of the community and the wider world to broaden children's knowledge and reflect an inclusive ethos
- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a sound understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They use their knowledge to plan an appropriate range of experiences for the children. They observe the individual children's progress and record their development in their profile folders. However, they currently do not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. The key person system supports effective links with parents and carers. Staff obtain information

about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. This approach successfully engages parents in their children's education.

Children enjoy leading their own play and take part in activities which are guided by adults. For example, children maintain focus for sustained periods of time when they use construction blocks to build a tower with staff. Staff extend children's learning as they introduce simple mathematical concepts as they encourage younger children to talk about the shape and size of the pieces they are using. Outdoors, staff encourage children to try new activities and to judge risks for themselves. Staff are on hand to monitor safety and provide guidance and encouragement when children use a range of wheeled toys in the outdoor area. This promotes children's physical development and encourages them to get better at things through effort and practice.

Staff promote the communication and language skills of all children, including those learning English as an additional language or those with a special educational need and/or disability. For example, staff introduce songs and rhymes effectively throughout the session and children actively join in the singing. Staff participate in children's play, talking to them clearly and taking opportunities to extend their vocabulary. Staff listen to what children say and do, ensuring they feel valued and boosting their self-esteem and confidence. Staff encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Older children are encouraged to share their ideas, thereby developing their language and communication skills. Consequently, they develop skills to support their move to school.

The contribution of the early years provision to the well-being of children

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the pre-school as staff take account of information about individual children's care needs obtained from parents. A key person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. However, there are fewer multicultural resources, particularly in the role play area, to fully reflect diversity to help children learn about similarities and differences between themselves and others.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks, which include fruit and vegetables and children's individual dietary requirements are met. Staff discuss the

importance of hand washing with children in order to protect them from harmful germs. Staff give children appropriate support in managing their coats as they prepare for play outdoors. As a result, children achieve some independence in hygiene and managing their personal care. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping. Their behaviour is generally good, as the staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving indoors. The pre-school is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

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

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children, including those learning English as an additional language or those with special educational needs and/or disabilities. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, which identify some training needs. All staff hold relevant childcare qualifications and are keen to continually update their professional development. For example, recent training on behaviour management supports them to manage children's behaviour. Staff use positive strategies to deal with any minor issues and children receive praise and encouragement, which supports their self-confidence and esteem. Suitable induction procedures are in place to support new staff and students and to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share ideas for practice and issues to further promote effective outcomes for children. The manager demonstrates a commitment to the continual development of the whole provision. For example, an action from the previous inspection, to undertake accurate risk assessments, has been successfully addressed. This helps to promote children's welfare. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the pre-school has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. They are regularly informed about their child's learning through daily verbal feedback and informative newsletters. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Staff promote sound links with other early years providers, which further aids children's progress and development. Information

sharing is effective and this eases children's move to other settings or on to school.

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this area. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The pre-school adheres to regulatory ratios and staff supervise children appropriately to meet their needs and promote safety. Children are protected in the event of an accident because a number of staff have a current paediatric first aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	254168
Local authority	Norfolk
Inspection number	967736
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	42
Name of provider	Little Angels of Fakenham Pre School Committee
Date of previous inspection	08/11/2011
Telephone number	01328 856643

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

