

Fakenham Children's Day Care



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

Inspection date

Previous inspection date

1 May 2015

26 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a very good understanding of how children learn. They offer a wide variety of resources for children to choose from. The quality of teaching is good, and sometimes outstanding. As a result, children are enthusiastic and eager to explore and learn.
- Staff are very good role models. They consistently reinforce rules and praise children who make good choices. This helps all children to have a clear understanding of behavioural expectations and boundaries, and promotes their confidence and self-esteem.
- Parents are very well informed of their children's progress and next steps in learning. They are supported to extend children's learning at home, and this collaborative approach contributes to the good progress children make.
- Staff ensure children are secure when they move to new rooms in the nursery or on to school. They have established good links with local schools, which ensures that children's individual needs are met and that they are effectively prepared for their move.
- Staff demonstrate a strong focus on safeguarding children. As a result, all children are protected from harm and cared for safely.

It is not yet outstanding because:

- Monitoring of staff's practice does not include strategies, such as peer-on-peer observations, to enable good teaching practice to be shared with others.
- Staff do not always maximise opportunities for older children to develop their independence skills at mealtimes.

What the setting needs to do to improve further

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

- strengthen the quality of teaching and reflective practice even further, for example, by providing opportunities for staff members to observe each other's practice and engage in discussions aimed at promoting reflection and continual improvement
- enhance the already good opportunities children have to develop their independence skills, such as by helping to lay the table, serving their food and clearing away.

Inspection activities

- The inspector observed activities in the play areas inside, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including self-evaluation and policies and procedures to safeguard children's welfare.

Inspector

Jacqui Oliver

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff are well qualified, which has a very good impact on children's learning. They make precise observations and assessments to identify where children are in their development. Activities are planned to help children make further progress in their learning. The nursery is set out attractively with good quality equipment and clearly defined learning areas. This means children can easily make decisions about what they do and initiate their own play and learning. Staff encourage children to develop their communication and language skills. They ask questions to help children think, and encourage them to contribute to stories, such as re-enacting favourite stories outside. Babies demonstrate curiosity as they touch and feel sand, and discover what happens when staff show them how to make sand castles. Staff ensure that children are supported well. This means that all children, including those with special educational needs and/or disabilities, and children who speak English as an additional language make good progress in their learning.

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

Children are warmly welcomed into this well-resourced nursery where they can safely explore, both indoors and outside. Excellent arrangements are in place to care for them and support their emotional development and well-being. Children are confident, well-motivated and have formed very strong bonds with their key person. Children demonstrate some independence and self-care skills. However, staff do not always use opportunities to extend older children's independence skills at meal times. Children enjoy fresh air and exercise every day. This helps them to develop their physical skills and supports their good health and well-being. Staff talk about the importance of safety and allow children to take supervised risks in their play. For example, staff support children as they climb and balance on equipment in the outdoor area.

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

The committee, managers and staff are committed to providing a good quality service for the children and families. They understand their responsibilities to protect the children in their care and know the procedures to follow if they have any concerns. Thorough recruitment and induction procedures ensure that adults working with the children are suitable. Staff are passionate about their roles and benefit from an effective and well-established programme of training and development. The managers regularly check children's assessments for their accuracy and to ensure children receive appropriate support in their learning. A system to check the quality of the provision, including staff supervisions, helps to raise standards and improve the outcomes for children. However, this monitoring does not yet include strategies, such as peer-on-peer observations, so that staff can share good practice. Staff are proactive in making links with other settings that children attend to provide consistent support. They regularly seek parents' views on the nursery, who comment that they are very happy with the progress their children are making.

Setting details

Unique reference number	254056
Local authority	Norfolk
Inspection number	866825
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	63
Number of children on roll	63
Name of provider	Fakenham Children's Day Care Centre Ltd
Date of previous inspection	26 March 2012
Telephone number	01328 862422

Fakenham Children's Daycare Centre was registered in 1999. The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above. The deputy manager holds Early Years Professional status. The nursery opens five days a week from 7.30am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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