

# Little Angels of Fakenham

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



## Inspection date

6 May 2015

## Previous inspection date

9 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are well qualified and have a secure knowledge of how young children learn. Consequently, teaching across the pre-school is strong.
- Children's independence is encouraged and promoted well. The routine and structure of the day enables children to investigate, explore, make choices and lead their own learning.
- Effective key-person arrangements enable staff and parents to work together from the start to support children's well-being. Children form close relationships with their key person and other staff. This helps them to settle and develop confidence and means they are well prepared for the next stage in their learning.
- Children are kept safe because staff have a good understanding of how to safeguard children and the procedures to follow should they have a concern about a child in their care.
- Staff are always on hand to support and extend children's learning, recognising opportunities to promote their curiosity. Staff interact skilfully with children to question and challenge their thinking.

### It is not yet outstanding because:

- Not all staff are consistent in fully applying the assessment system to identify children for specific focussed activities.
- Monitoring of staff performance does not include the views and assessment of the quality of the provision by the staff.

## What the setting needs to do to improve further

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

- Support staff to fully embed the planning and assessment system so that all are consistent in identifying children for the focussed activities.
- further develop the monitoring of staff performance, including such as peer observations, to evaluate and enhance the quality of the provision.

### Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside
- The inspector conducted a joint observation with the manager
- The inspector looked at a range of documentation including a sample of policies, children's' assessment records and planning documents
- The inspector checked evidence of the suitability and qualifications of staff working with the children
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection

### Inspector

Lorraine Meldrum Sunter

## Inspection findings

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

Staff provide a broad range of interesting and enjoyable experiences, inside and outdoors, to effectively support children's progress across the seven areas of learning. The structure and routines of the day ensure children's learning is supported. Staff use sensitive questioning to increase children's vocabulary, encouraging them to make links between their experiences, which supports them to become confident communicators. Children enjoy looking at picture books and telling their own story, and recognising letters in their name when playing a flash card game. Staff skilfully adapt children's ideas to challenge their learning, such as playing a guessing game blindfolded to feel and describe objects. Children learn to count and recognise numbers, and to use mathematical language to talk about shape and size. Early literacy skills are promoted well as children join in with stories, songs and rhymes. Planning and assessment arrangements are clear, focused on every child's needs and interests and understood by staff. However, this stills needs embedding to make sure all staff are consistent in their planning.

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

Children are cared for in a safe and welcoming environment. Staffing arrangements are consistent, so children become familiar with staff and form strong attachments. Children behave well because they know what is expected of them. Staff are excellent role models, successfully supporting children to share, take turns and play cooperatively. This helps children to form attachments with peers and to quickly understand what behaviour is acceptable. Key persons have a good understanding of all children's individual needs, supporting their emotional security and self-esteem well. The daily routine includes a variety of activities for children to develop good physical skills and coordination. Children learn about healthy eating as fresh fruit and vegetables are provided for daily snacks.

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

The manager and staff team have a good understanding of the requirements of the Early years Foundation Stage. The manager reviews the overall quality of the provision to ensure children receive a challenging range of activities. Children's progress is effectively monitored to identify areas for further challenge or extra support. Additional support is secured from external agencies where appropriate, so all children make good progress in relation to their starting points. Recent changes made to the learning environment have improved and extended children's learning experiences. Defined areas are specifically resourced and planned by staff. Effective arrangements for recruiting new staff, for regular supervision and checking staff performance contribute to consistency in practice. However, further development of staff monitoring would enable sharing of good practice and strengthen team relationships.

## Setting details

<b>Unique reference number</b>	254168
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1011729
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Little Angels of Fakenham Pre School Committee
<b>Date of previous inspection</b>	9 May 2014
<b>Telephone number</b>	01328 856643

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 40 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 eight members of staff, all of whom hold appropriate early years qualifications.

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