

Inspection of Little Angels of Fakenham

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

Inspection date: 12 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily and confidently enter the setting. Newer children are welcomed by their key person to support the settling-in process. The setting has two defined areas, one for younger children and one for older children. Staff know the children well and use this knowledge to provide engaging and exciting activities. Throughout the environment, staff have carefully planned resources specific to the children's needs and interests, and they quickly become engaged in their learning.

Children begin to use their ideas to create a castle as they explore the building blocks with the support of staff. Children discuss how to get to the top of the castle. With delicate questioning, the staff member encourages them to think about the ways they can do this. The children quickly decide to add steps to their structure, and begin to think about how this can be done.

The environment is well organised, with designated areas for children to explore and experience different elements of their learning. Both areas for younger and older children include a cosy reading area, with a range of inviting, age-appropriate books. Younger children enjoy developing their physical skills during a safe and well-planned activity. Children climb up a low frame, ready to slide down on the opposite side. The activity is supported by a staff member who allows the children to learn what their bodies can do, while offering encouragement and support. The children show a good understanding of the simple rules of using the piece of equipment, taking turns and waiting patiently.

What does the early years setting do well and what does it need to do better?

- Staff have developed a good curriculum influenced by the children attending. The aims of the curriculum are embedded throughout practice. Staff use their knowledge of the children to provide engaging activities and resources. The children's interests are used to develop a love of learning. Staff understand how individual children learn best, resulting in them being able to offer unique learning experiences. Observations are used by all staff to assess progress and plan future learning goals. Staff have a good understanding of child development and use this to identify emerging needs. The manager is highly reflective and uses assessment reports to identify areas of improvement.
- Parent partnerships are strong. Staff work flexibly with parents to support children's transition into the setting. Parents feel valued and supported by staff. Staff keep parents informed of their child's development through both written and verbal communication methods. The setting shares activity ideas with parents to help support home learning. Parents feel supported with their children's milestones, such as potty training.
- Staff provide opportunities for the children to learn about and explore their local

community. Children go on visits to the local park, church and library. Visits into the setting are also encouraged and have included the fire service, along with a family who brought lambs in for the children to see and learn about.

- Children are supported well through their transitions. Children move from the younger to the older children's area when they are observed as ready to do so, rather than by their age. Children from both areas have frequent opportunities to mix to support transition. Children are also given opportunities to visit the older children's area when they choose. For children transitioning to school, staff invite the school teachers to visit the children in the setting. Occasionally, staff accompany children on visits to the schools. School uniforms are also available within the setting, along with activities to introduce children to the concept of going to school. Staff are sensitive to the children's well-being and are influenced by the children's emotions around transitions.
- Staff provide plenty of opportunities for children to develop their language and communication skills. In addition to planned activities, children enjoy engaging in spontaneous songs and rhymes with staff. Staff are excellent role-models when supporting children's language and communication development. Staff offer time for children to respond before interjecting as well as repeating words back and introducing new language through play.
- The manager values staff's continuous professional development highly. The manager encourages staff to research training opportunities specific to their professional areas of interest. All staff members have been able to access training to help support children's speech and language development in response to the needs of the attending cohort. Staff are encouraged to undertake training to support children with special educational needs and/or disabilities. Staff feel valued by the manager and fully supported in their roles.
- Children's independence is supported within the setting by involving them in decision making. Staff consult the children as to the resources they would like. Children are responsible for setting the snack table, preparing their food, as well as cleaning the table afterwards. Children are keen to undertake these tasks and confidently complete them. Children are also encouraged to try to wipe their faces after snack and get themselves dressed for outdoor learning.
- Staff offer opportunities for children to engage in creative activities. However, on occasions, these activities do not fully engage children as they are not planned carefully enough. For example, children do not have all of the resources they need to complete their artwork to their satisfaction.
- Younger children have good opportunities to build on their growing understanding of mathematical concepts to support their early number skills. For example, they are encouraged to count on their fingers when noticing numbers in the environment. However, staff do not consistently build on older children's knowledge of number names and number language.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their own responsibilities in ensuring that children are safe. They

can identify causes for concern that may indicate a child is at risk of abuse or neglect. Staff understand other safeguarding issues, such as the risk of radicalisation, and the appropriate actions to take. Staff are confident in the process for recording and reporting concerns. There is a thorough recruitment process in place to ensure the suitability of staff through checks and gathering of references. Staff carry out daily risk assessments on resources and both the indoor and outdoor environment. Staff support children's awareness of healthy eating through discussions about snack choices. Children are supported during activities to understand the impact of their actions on themselves and others through discussions, supporting the children to identify and manage their own risks.

What does the setting need to do to improve?

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

- review the planning of creative activities so that children can complete their artwork to their satisfaction
- help staff to develop older children's growing interest and understanding of numbers and counting.

Setting details

Unique reference number	254168
Local authority	Norfolk
Inspection number	10279945
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	31
Number of children on roll	31
Name of registered person	Little Angels of Fakenham Pre School Committee
Registered person unique reference number	RP524480
Telephone number	01328 851070
Date of previous inspection	18 September 2017

Information about this early years setting

Little Angels of Fakenham registered in 1984. The nursery employs eight members of childcare staff. Of these, six hold an appropriate early years qualification between level 3 and 6. The pre-school opens from Monday to Friday during term time only. Sessions run Monday to Thursday, from 8.30am to 4pm, and Friday, from 8.30am to 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ali Mitchell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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