

Frampton Park Pre-School

Inspection report for early years provision

Unique Reference Number	144581
Inspection date	05 October 2007
Inspector	Rosemary Coburn

Setting Address	The Under 5's Centre, 35 Frampton Park Road, Hackney, London, E9 7PQ
Telephone number	020-8986-0265
E-mail	
Registered person	Frampton Park Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Frampton Park Pre-School is registered to provide sessional care for 16 children aged two to five years old. The pre-school have sole use of the community hall on the Frampton Park Estate. It is within easy walking distance of Well Street and is situated within the London borough Hackney. The pre-school operates Monday to Friday during term time only. Hours of opening are

09.30-12.00am and 13.00-15.30pm. There are currently 16 children on roll. Of these 16 children 14 receive funding for nursery education. The pre-school welcomes children with learning and/or physical disabilities and those who speak English as an additional language. The pre-school employs two staff. The manager has a level 3 qualification and all staff are suitably qualified or working toward qualification. Children attend from the local area.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in a clean and healthy environment. Staff act as suitable role models by teaching children to wash hands at appropriate times such as before eating and after toileting. Children are supported in learning and understanding good hygiene practices which help to reduce the spread of germs and cross infections; for example, consistent cleaning routines such as staff wiping tables with anti-bacterial cleaners before and after meal times, and good food hygiene practices effectively promotes children's health. Half of the staff hold first aid certificates. Emergency medical consent is in place and details of accidents and incident are suitably recorded. This means that children's well being and safety is appropriately supported as staff understand and are able to carry out suitable procedures in the even of an accident.

Children's individual dietary needs are met and they enjoy a healthy variety of snacks such as fresh fruit, vegetable sticks, sandwiches, crackers, bread sticks, milk and juice. Fresh drinking water is available at snack times. Children regularly take part in physical play activities and move confidently and in a variety of ways both indoors and outdoors. For example, children show good control and co-ordination when using tricycles, or while running or climbing during outdoor play. Children move confidently and spontaneously within available space and handle tools and objects such as different sized paint brushes, glue sticks and scissors safely, confidently and with increasing control. This means that children are progressing well and gaining control over their movements so that they can balance, run, pick up and use tools and learn about the importance of looking after their own bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle well into a welcoming and well organised environment. Displays of children's work shows that staff value children's contributions. Children are able to move around and play safely without interruption. They are very interested in and have easy access to a good range of toys and resources which have been carefully selected to ensure that they are appropriate for their age and suitable for all children; for example, while outdoors a small group of children played independently on soft play equipment that had been set out for them, while a larger group of children joined hands with two members of staff and skipped around in a circle while singing 'ring o roses'. This means that children can enjoy their play in a safe secure environment. Children are closely supervised when playing outdoors and they benefit from using toys and play equipment which are maintained to a good standard.

Children take part in bi-monthly fire drills. This helps them to learn about safety and how to keep themselves safe. Comprehensive risk assessment policies and procedures are in place to ensure that potential hazards are reduced to minimise the risk of accidents. Staff develop their knowledge of safeguarding children through suitable training. They have a good understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. There is a designated person and written policy and procedures in place. This means that children are effectively safeguarded as staff have a secure understanding of their responsibilities regarding child protection to support children's safety and well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and learn from a good range and depth of toys and activities which are well-balanced for all ages, stimulating and include quiet and active games and play experiences. Staff use the Birth to three framework to ensure activities for babies and children are appropriate. Children are provided with a good range of activities such as sand and water, role play, construction, puzzles, art and craft materials and musical instruments. Children are able to choose their own activities as they move freely and independently around all areas of the setting. An effective key worker system is in place, staff are suitably deployed and they interact well with children.

Children confidently approach staff for support indicating good trusting relationships are built but children are not consistently supported in developing independence and making their own choices; for example, during snack times children are not actively encouraged to pour their own drinks or serve themselves. However, staff have high expectations of behaviour and teach children to respect each other and their environment, for example, during water play a group of children began throwing water at each other. A member of staff talked to the children about appropriate behaviour and explained what is right from wrong. This means that children are encouraged by staff to work together harmoniously.

Nursery Education

The quality of teaching and learning is satisfactory. Staff plan a satisfactory range of play and learning activities for children who receive nursery education funding. However, not all members of staff are secure in their knowledge and understanding of the Foundation Stage curriculum and the activities and learning experiences that are linked to the early learning goals; for example, a three year old ran up to a member of staff sat down on the floor and stuck their foot out indicating that the shoe should be fastened. The member of staff responded quickly by sitting down on a chair and fastened the shoe for the child. This demonstrated a caring attitude however no attempt was made to explain or show the child how to do this by themselves in order to support their self confidence and independence skills. Another group of children aged four years old sat on the floor playing with stickle bricks. A child showed his work to a member of staff who was seated with them and said 'look, look, look what I made'. The adult looked up and said 'well done'. The child then smiled and continued to play with the construction game. There was good eye contact from the adult and the child's work was acknowledged. However, there were missed opportunities for the adult to extend the child's learning through asking appropriate open ended questions or to support the child in using a wider range of words to express or elaborate their ideas.

Children understand the concept of simple additions and their understanding of space, shape and measure is developing well; for example, a group of children sat and listened to the story of 'goldilocks and the three bears'. Children were engaged and interacted well with each other and the adult as they joined in counting the number of bears as well as discussing the biggest, smallest and tallest of the bears. During registration and at snack times children are involved in counting up to fourteen which represents the number of children present. This means that children are encouraged to show an interest in numbers and counting and they are supported in developing problem solving skills.

Children demonstrate good cutting and joining skills. They select and use appropriate materials and tools competently to create collages, for example, a four year old child sat at the table

painting leaves that had been collected earlier. A member of staff was sitting near to the child sticking the leaves on to a piece of paper. The child said 'I wanna stick that one'. The adult gave the child the glue and the glue spreader but then began to assist the child in putting glue onto the spreader and stuck the leaf onto the paper. This means that children are not fully supported in developing their designing and making skills.

Children are able to express themselves through a range of mediums however, children are not provided with sufficient opportunities to use information and communication technology in order to explore and investigate their environment. Children have opportunities to paint, draw, use their imagination and express their ideas in a variety of ways. They act out well known scenarios and stories during role play. Staff make regular observations and record achievements in children's profiles. This helps staff identify the next steps for each child that will support them in their learning and development and ensure these are focussed on during individual and group activities. However, staff are insecure in their understanding of their roles and responsibilities in helping children to make progress toward the early learning goals.

Helping children make a positive contribution

The provision is good.

Children take part in a meaningful range of activities and play with resources where they learn to find out about past and present events in their lives and in those of families and other people they know. Books, play materials, resources and toys promote positive images of people from different parts of the world. Wall displays of children's work marks the celebration of Black History month and Ramadan. This means that children develop a positive attitude towards the wider community and different cultural backgrounds is acknowledged and affirmed. Children's learning is encouraged in the home through children being given books to read and work through together with parents.

Children with learning difficulties are well supported by staff who are knowledgeable, trained and work closely with outside agencies. Children with English as an additional language are encouraged by staff who support them well by learning key phrases from parents, so that children can use familiar words to identify what they want and do not want. Children's behaviour is good and staff act as role models to support children in taking turns and working as part of a group; for example, a three year old went to sit in the adults chair after she had finished reading to the children. The child held up the book the correct way round and turn the pages while pretending to read from the book by speaking in English and a community language. This means that children benefit from the provisions approach toward valuing diversity and ensuring that all children are welcomed and respected as individuals. This positive approach fosters children's social, moral, spiritual and cultural development.

The partnership with parents of children who receive nursery education is good. Parents receive good information about the provision, including the six area of learning which is detailed on the notice board. Regular meetings are arranged with parents to discuss their child's developmental progress. This means that parents are suitably informed about all aspects of their child's care and development.

Children enjoy good relationships with their peers, adults and staff. Children are provided with sufficient child sized chairs and tables to sit around which allows them to work, and to enjoy good social interaction during meal times; for example, parents were invited to stay and celebrate their child's birthday party which took place at snack time. Children sat attentively and repeated the actions while they sang a song called 'everybody do this', while the refreshments were

being prepared. However, children are not given sufficient opportunity to help themselves to snacks or take turns in pouring out drinks. This means that all staff do not consistently support children's independence.

Organisation

The organisation is good.

Children are cared for in a generally well organised environment where they are supported by staff who are suitably qualified, CRB checked and there are appropriate procedures in place for appointing new staff. The manager has a level 3 qualification and she regularly updates her knowledge by attending relevant childcare courses. This means that she has sufficient knowledge of current childcare practices to support the care and learning of the children. The operational plan is clear and works well in practice. It covers all aspects of how the setting runs, for example, there are appropriate procedures in place for uncollected children. This promotes children's welfare. All policies and procedures are in place and available to staff and parent. Overall the provision meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education provision is satisfactory. There is a commitment to improvement, which has led to comprehensive policies, procedures and adequate curriculum planning in place which supports the children in learning from activities that are linked to the early learning goals. There is a suitable induction policy in place and staff are suitably deployed which ensures that children are supervised at all times. Strengths and weakness of staff are known however, the Deputy does not demonstrate sufficient understanding of the importance of delegation of duties so that staff can effectively support the children in their play and learning.

Improvements since the last inspection

At the last care inspection the provider was required to ensure that staff develop their knowledge regarding the SEN code of Practice to ensure children with SEN are fully supported; staff to obtain a copy of the Local Authorities ACPC child protection procedures and update the policy to reflect changes; the provision for anti-bias equipment needs to be developed to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice; ensure that all documentation relating to day care activities are readily accessible on the premises and available for inspection at all times. The provider has improved their SEN code of practice and children are being supported. Staff have a suitable understanding of the ACPC child protection procedures. The provision for anti-bias equipment has been developed. Children have an appropriate range of activities and resources that promote equality of opportunities. All documents are readily available for inspection.

At the last education inspection, the provider was required to ensure that written plans include what the children will be learning from activities and are linked to the early learning goals. Include activities enabling children to write for a purpose and practise letter shapes; review classroom management in order to improve children's' general behaviour, and introduce a system to monitor the quality of teaching; ensure assessment procedures are linked to the early learning goals and contain sufficient information for example, by making written classroom observations. Children benefit from written plans and activities which are linked to the early learning goals however, some members of staff are insecure in their understanding of their roles and responsibilities in helping children to make progress toward the early learning goals. Children's behaviour is good. There are better systems in place to monitor the quality of teaching,

and written observations which are linked to the early learning goals are documented in children's individual observations records.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children are provided with learning opportunities which support them in developing independence, self confidence and social skills.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that staff develop their knowledge and understanding of the Foundation stages of learning and that children are provided with suitable equipment and resources in ICT to support their knowledge and understanding of the world.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk