

Frampton Park Pre-School

Inspection report for early years provision

Unique reference number	144581
Inspection date	04/02/2011
Inspector	Jane Davenport

Setting address	The Under 5's Centre, 35 Frampton Park Road, Hackney, London, E9 7PQ
Telephone number	020-8986-0265
Email	
Type of setting	Childcare on non-domestic premises

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 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Frampton Park Pre-School is a voluntary, committee-run provision, which was registered in 1998. It operates from a purpose built, single storey building, which is situated in the Well Street area of the London borough of Hackney. All children share access to a fully enclosed outdoor play area. Access is via a buzzer at the front door.

The pre-school is open for two sessions each weekday during term time, from 9.30am to 12.30pm and from 1.30pm to 4.30pm. The pre-school is registered to provide care for 16 children under the age of eight, of whom none may be under two years of age at any one time. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and is in receipt of funding for the provision of free early education to children. There are currently 32 children in the early years age range on roll. The setting supports children with special educational needs and/or disabilities and those who use English as an additional language.

There are four members of staff including the manager. Of these, three hold an appropriate childcare qualification to level three and above, and one is working towards gaining a qualification. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners at this friendly and inclusive setting possess a good understanding of the Early Years Foundation Stage. Children are well motivated and challenged in a stimulating environment, as experienced and dedicated staff plan fun activities tailored to their individual needs. Children are encouraged to be independent and the positive contribution made by them is a real strength of the setting. Record keeping is generally robust and children are safeguarded well. The staff build trusting relationships with parents and carers, and keep them well informed about their child's development and the day-to-day running of the setting. Partnerships with other agencies involved in the care of children are excellent. Management makes good use of self-evaluation and this, together with a shared dedication to driving improvement, ensures continuous development and good outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a consistent daily record of the names of the

28/02/2011

children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) (Also applies to the Childcare Register)

To further improve the early years provision the registered person should:

- update the complaints policy and procedure to ensure that it contains contact details for Ofsted
- improve the storage of planning and assessment records so that children's Early years Foundation Stage profiles are individualised to facilitate parental access at all times

The effectiveness of leadership and management of the early years provision

Children are safeguarded well at the setting and this is supported by the implementation of a clear and comprehensive safeguarding policy that ensures all staff are aware of their individual and collective roles and responsibilities. They are vigilant with regards to identifying and minimising potential risks to children, and risk assessments provide all of the required information. Robust vetting procedures ensure that all adults working with children are suitable to do so, security of the premises is good and visitors to the setting are asked to identify themselves and sign the visitors' book, further securing children's safety. Several members of staff at the setting are trained in paediatric first aid; accidents and the administering of medication are dealt with and recorded appropriately, and written consent for emergency medical treatment is in place. Documentation is generally maintained well, and written policies reflect staff practice and the setting's everyday procedures. Policies and procedures, including the complaints policy, are made available to parents, but the complaints policy does not currently contain contact details for Ofsted. The current system for recording children's hours of attendance is usually effective. However, there have been some occasions when children have not been signed out with their time of departure. This results in a breach of the specific legal requirement to maintain a complete record of children's hours of attendance.

Promoting inclusive practice and encouraging children to make a positive contribution is a real strength of the setting. Excellent quality and thoughtfully deployed resources provide images that all the children can relate to. All children play together and alongside one another, naturally accepting and respecting differences. Workers know the children and meet their needs very well, and every child is recognised and valued for their individuality. They work closely with the parents to ensure that they are aware of each child's background, needs and home language. For example, parents are asked to provide familiar words in children's home languages and these are added to photographs of the children's family, which is highly effective in helping the children to settle, gain a sense of belonging and feel secure. Practitioners demonstrate a clear commitment to working in partnership with parents and others. Appropriate information is exchanged with

other settings and agencies and this ensures that children receive appropriate support to help them reach their full potential. For example, staff have set up a successful language group in partnership with the speech therapist, which means that children who have additional needs are particularly well supported.

The manager and staff use the Ofsted self-evaluation form as a tool to assist with reflective practice, and this has helped them to focus on what is being done well and to identify areas for further development. Input from parents is gathered through the completion of parent questionnaires and from suggestions placed in the box provided. Children's views are also taken account of. For example, the children suggested having musical instruments outdoors and were given catalogues to look at to empower them to make their own choice. They chose a mobile musical stand containing multi-cultural instruments such as Chinese gongs and cow bells, which was then provided for them. This effectively demonstrates to the children that their thoughts and ideas are valued. The setting has addressed the recommendations made at the last inspection and staff are positive about maintaining continuous improvements in their practice.

The quality and standards of the early years provision and outcomes for children

Children demonstrate a real sense of belonging in this friendly, relaxed and inclusive pre-school. They arrive happily, settle quickly and remain productively engaged throughout the session. Sensitive settling in procedures allow children access to their comfort items until they are ready to let them go. Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. 'On entry' assessments and the 'all about my child' forms completed by parents provide relevant information to establish children's starting points. Assessment records and individual child profiles clearly show how children are progressing, with observations clearly matched to the six areas of learning. Children's next steps are incorporated in order to help track children's achievements and inform future planning. The storage of children's records is generally good. However, their Early Years Foundation stage profiles are currently kept together in a communal folder, which has the potential to hinder parents' access to their children's individual files.

Children's personal, social and emotional development is supported in a number of ways. For example, at registration time they sing a 'Hello' song that mentions every child by name. They talk about where they live during an activity where they make models of their houses and flats with their own door numbers written on them. Children's behaviour is very good. The staff are positive role models, who are respectful and polite, and there are good strategies in place to support the children to share and take turns, such as the egg timer used to time children's turns on the computer. Staff help children to explore their feelings by using a 'feelings dice'. Children point to the side of the dice that matches their mood and are helped to verbalise why they feel that way. Children's confidence is supported and reinforced as they are encouraged to be independent and do things for themselves. For example, they are encouraged to put on and zip up their own

coats, find their pegs to hang them up and wash up their own plates after snack time. They receive lots of praise and affirmation for their achievements, which lays firm foundations for their feelings of self-worth and esteem.

Children learn to make sense of the world around them as they play with binoculars, microscopes and simple computer games, in which they learn to recognise desk top icons and use the mouse with growing control. This also enables them to develop good skills for the future. Excellent resources, such as wooden room dividers featuring figures of people who help us, provide very positive images of gender and culture. The children's understanding and respect for diversity is further promoted by celebrating different cultural and religious festivals from around the world. Staff are skilled at extending children's language by asking them to think about and explain what they are doing. For example, at a creative activity where children are making invitation cards, they are asked to discuss the different events that might require an invitation. After consideration, they say 'a party' and 'celebration'. They are beginning to recognise the written word as they find their name cards to self-register, and their early writing skills develop well during mark making activities. The language group, which is facilitated by the speech therapist and staff in turn, uses story props, such as puppets and stick people, to reinforce which people are involved in the different stories.

Children enjoy physical play in the newly refurbished outdoor area where they climb, swing and relish the sense of space, freedom and fresh air. Staff talk to the children about the benefits of physical activity and how their bodies work, which encourages them to choose healthy options and lifestyles. Good hygiene routines are followed and children know that they need to wash their hands after using the toilet and before they eat. Staff gain details from parents and record and cater for any special dietary requirements. A snack table is set up during the session and children sit down, three or four at a time, with a member of staff and select from the variety of fresh fruit on offer. They are encouraged to be independent and confidently pour their drinks, cut up their apples and peel their own tangerines. Children's understanding of hygienic practices is promoted further during activities such as 'What's in the bag?' where they find toothpaste, a brush, a comb and a toothbrush. Children are developing their knowledge of how to keep themselves safe as they discuss how they need to be careful when using knives and scissors.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 28/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 28/02/2011