

Framfield Pre-School

Inspection report for early years provision

Unique reference number	EY415265
Inspection date	05/04/2011
Inspector	Christopher MacKinnon

Setting address	Framfield C of E School, The Street, Framfield, UCKFIELD, East Sussex, TN22 5NR
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Framfield Pre-School has been registered since 2010 and is located within Framfield Church of England school, in East Sussex. The setting provides sessional day care and out of school care, during term time only. Children have access to a purpose built main indoor play room, with access to an outside play area.

The pre-school is registered on the Early Register and both the compulsory and voluntary parts of the Childcare Register. A total of 30 children under eight years may attend at any one time, of these 24 may be in the early years age group. The setting currently has 18 children on roll and receives nursery funding for children age three years and older. There is a staff team of five, including an administrator. All staff hold relevant early years child care qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well organised and managed, with a trained staff team and individual children's development is successfully supported. Children enjoy access to a particularly well organised and highly stimulating learning environment, with an engaging range of play materials and resources provided. Staff are highly successful in their planning and provision of activities, and children make excellent progress with their learning. The setting builds close partnerships with parents and carers, and staff are confident in their approach to self-evaluation, and are developing the range of learning opportunities in the outdoor play area.

What steps need to be taken to improve provision further?

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

- to have in place a complete range of risk assessments for all areas of setting (Premises, environment & equipment) 26/04/2011

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

- widen the range of play and learning opportunities in the outdoor play area

The effectiveness of leadership and management of the early years provision

The setting is well led and managed, with the school head teacher taking the role of overall manager, supported by two supervisors. The staff team are all well

trained and experienced and well established key person system is in place to ensure individual children are closely monitored and supported in their learning. The setting has a clear understanding of safeguarding and children's security and welfare are effectively maintained through consistent staff awareness and well organised policies and procedures. The range of risk assessments for the setting is currently incomplete, and this is a partial breach of the requirement; and an action is raised to ensure compliance.

The setting has several significant strengths within its provision, particularly with the organisation and presentation of an excellent and highly stimulating play and learning environment. Staff take full advantage of the generous space provided and the setting's purpose build play areas, to engage children in a highly productive range of activities. For example, children are able to free-flow with their activities, onto the settings covered veranda play area and prepared outdoor space. Much care is taken to provide play areas that support all the six areas of learning, such as a well stocked maths and problem solving area, a book and reading area; with clear space also set aside for role play and child led discovery play. Staff are enthusiastic in their use of the play space and take good care to ensure children engage well with the range of play resources, and have many opportunities to enjoy learning and develop their interests. The well planned outdoor play area also adds considerable scope for play and learning, with its play house, safety surface and built-in climbing frame. However, a lot of the outdoor play area is new and in process of being developed; and the provision of a wider range of learning opportunities outdoors, is the setting's main area for improvement.

The setting demonstrates a consistent approach to providing inclusive practice and encouraging individual children's progress across their learning gaps. For example, key person staff continually assess the effectiveness of the activities and monitor how the play environment is supportive of children's learning. Key staff also make frequent appraisals of how individual children respond to the activities provided, and make progress with their learning. The setting also follows a clearly organised development plan, and is conducting a full self-evaluation of its practice. Staff work effectively in partnership with other carers. For example, the setting has close links with the adjacent school, and the use of clear transition documents and many shared activities, significantly helps to support the older pre school children's continued learning. Staff work effectively with parents, and key persons take care to establish close relationships that have significant beneficial impact on children's welfare and developing learning. The use of well organised home diaries, for example, helps to maintain links with parents and gather information on children's wider learning and family events.

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

The pre-school's basis for planned learning, closely follows the learning topics generated by the adjacent school. These are appropriately broken down into suitable learning themes for Early Years age range children. For example, as the

school learns about the Victorians, the pre-school presents 'old and new', with children seeing example of old toys, like a jack-in-a-box and spinning top. Staff also provide highly produce weekly planning sheets to organise the play environment and presentation of resources. These plans are highly detailed, and fully support all the six required areas of learning. The consistent and highly organised use of planning is a significantly strong feature of the setting, and key staff also take care to include their knowledge of individual children's learning needs, by the addition provision of a range of planned focused learning activities.

The quality of teaching within the setting is excellent, and staff strengths with extending and promoting children's learning is outstanding. Staff show considerable expertise during their interactions with children, with many excellent one-to-one learning opportunities provided. For example, exploring volume and texture during sand play, and learning about shapes and problem solving with roadway building. Many excellent group activities are also successfully conducted by staff, such as developing manipulative skills during table-top making activities, and group story times, where words and language are explored. The setting also is also highly consistent in its organisation of observation and assessment, with highly detailed learning journey folders provided for each child. These are full of detailed observations and evidence that clearly shows children's successful development; and progress across the learning stages.

Children's health and development is consistently promoted, with projects that explain healthy eating, and children learn about different types of foods, often during themed activities and as part of cultural festivals. Children's physical development benefits greatly from the excellent play space they can explore, and their active games and physical learning are successfully supported through many activities outdoors, and having free-flow play. Staff successfully help children to feel safe and included within the setting. Key staff provide close support, and take care to ensure new children settle well and have plenty of individual attention. Staff also have clearly established procedures to keep children safe and secure, through their daily checking of the play environment. Staff also give close consideration to encouraging children's confidence and are able to calmly manage their behaviour. Children are effectively helped with sharing and turn taking, and key persons take a close interest in their children's personal and social development.

Children's skills for future learning is another outstanding aspect of the pre-school setting. Children's language and literacy is consistently well explored and developed, with staff engaging the children continuously with questions, and children learn new words such as 'parachute'. Children also enjoy reading stories with staff, and listen and attend well. They are also well encouraged by staff to ask questions, and can speak confidently within their group. Staff also provide excellent opportunities for children to explore sounds, with listening sessions, where children try to identify noises on a prepared CD. The setting has a well prepared maths and numeracy learning zone, where children develop their counting, using puzzles and matching cards, to learn about sets and different sizes. A highly challenging range of creative learning activities are included. For example, children have a lot of fun and become well involved in making of chocolate Easter nests, as they help to prepare the ingredients and see the results. Staff frequently

engage children in talking, particularly at snack time, where many aspects of the wider world are introduced. Such as talking about gardens; and how plants need water, light and warmth to make them grow.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	1
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	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

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