

# Frampton Community Preschool

The Village Hall, Middlegate Lane East, Frampton, Nr Boston, Lincs, PE20 1AU

<b>Inspection date</b>	09/05/2014
Previous inspection date	14/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff without suitable person checks are left alone with children. Children's well-being and safety is compromised because there is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- The progress check at age two is not significantly in depth to enable staff to identify children's strengths within their learning.
- The organisation of group times does not always ensure that children's needs, interests and abilities are as highly promoted as at all other times.

### It has the following strengths

- A good range of well-delivered, interesting and challenging resources enable children to participate in a variety of experiences to meet their learning needs.
- Relationships are strong between staff, children and their families. As a result, children are happy and secure and learn to relate well to each other and adults.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector undertook a tour of the pre-school and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the hall and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's self-evaluation and improvement plan.

## Inspector

Hayley Ruane

## Full report

### Information about the setting

Frampton Community Preschool was registered in 1992 and is on the Early Years Register. It is situated in the village hall in Frampton, Lincolnshire, and is managed by voluntary committee. 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 employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, one holds level 3 and two hold level 2. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 31 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that any person whose suitability has not been checked does not have unsupervised contact with children being cared for
- ensure that the progress check at age two provides parents and/or carers with the required short written summary of their child's development in the prime areas. This progress check must identify the child's strengths and any areas where their progress is less than expected.

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

- review the delivery of group activities to ensure that they take into consideration the needs and aptitudes of all children and support each child's full engagement and participation.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The manager has an appropriate understanding of the requirement for the Early Years Foundation Stage. Staff complete observations and assessments of children and consistently track their progress. Staff use this information well to inform planning which reflects children's individual needs. Consequently, children make steady progress in their learning and any identified gaps in their development are closing. All information gained from the assessment of children is used to complete a summary of what stage they have

reached in their learning and development in order to effectively plan and track for their progress. However, although the written record of the progress check at age two shows children's next steps in learning, it does not show their strengths. This means that all professionals working with children do not have a clear picture of development in the prime areas of learning and development. Learning journals are available for parents to take home every term, and these include comments on activities children engage in at home.

Staff in the pre-school are enthusiastic and engage with the children in their play. Children develop independence because they are encouraged to try things for themselves. Staff develop children's communication and language skills effectively, and activities are planned well to develop their awareness of listening. For example, children select a required item to put in the basket from the shop, carrying out instructions well as they listen attentively to what staff are saying. Although activities are mostly planned well, there are occasions when group activities are not organised effectively to maximise children's learning. For example, the shop activity was too lengthy and children lost interest towards the end. In spite of this, staff make good use of resources to promote children's learning. For example, they use props as visual aids at story time. This brings the story to life for children as they enjoy acting it out by using a cardboard tube as a pirate's telescope. All children enjoy easy access to books and mark-making utensils which are included in all areas of learning and development. This supports literacy and early writing skills. Large play equipment enables children to practise balancing and jumping. Equipment is used in different ways by children at different stages of development. For example, younger children use hoops for stacking and older children use them for spinning. This supports children's physical development.

Children in general are confident communicators and happily engage in conversation with staff and other children. Staff listen and talk to children to promote speech and widen their vocabulary. Sometimes, they supplement this with gestures. Some activities help children to feel included and they benefit from experiences that meet their individual needs. The staff use a programme called 'Letters and Sounds' with older children to support their language development. As a result, children are well prepared for their next steps in learning and readiness for school. This also helps children with special educational needs and/or disabilities by supporting their language skills. Children who speak English as an additional language are supported well through generally good partnerships with parents. The environment reflects the breadth of cultures through posters and welcome signs to support children's understanding of the different ways in which words can be represented. The manager and staff understand the importance of working closely with parents and supporting their individual needs.

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

Staff appropriately promote children's development in the prime areas of learning and ensure children are able to socialise and make friends. Additionally, they constantly talk to children and build their communication skills and confidence. As a result, children develop their self-esteem, which prepares them for their future transitions. Through the provision of more physical play, the balancing beam, the stepping stones and the hoops, children's

physical needs are addressed and they learn to manage risk. Children play and learn in a welcoming, well-resourced pre-school where they make choices and decisions about what they want to do. Sufficient use of the environment supports children's interests and covers the seven areas of learning. However, staff do not deploy themselves effectively when children are playing both inside and outside. This means that staff who are not appropriately vetted are left alone to supervise children.

Parents contribute information about children's care needs on entry to the pre-school and liaise with staff to ensure a smooth transition. Staff initially ask questions on their child's care needs and an 'All about me' document is completed and used as a starting point. In order to ensure children's emotional security, parents are welcome to stay to settle their child. This means that children's transition to the pre-school supports their well-being. Children approach staff readily if they need help or comfort. For example, a child sits on the knee of a staff member to listen to a story. Children's personal, social and emotional skills develop well. They are settled, happy and confident as a result of positive relationships between children and staff. Young children play happily alongside others and seek out staff for support. Team building and friendships have formed among older children. For example, children help each other to move a balancing beam. Staff are consistent in their management of behaviour, with a focus on positive reinforcement in order to boost children's self-esteem, which will equip them well for their future transitions.

Behaviour is good, taking into consideration the ages of the children. This is promoted by staff sensitive interventions when issues arise. For example, a member of staff asks children to walk in the hall. Staff give children consistent reminders, encouraging them to think about their own safety and that of others. For example, when riding bikes in the outside area, staff ask children to 'be careful' and help them to avoid obstacles when moving around the area. This helps children learn how to manage risks safely. Children receive regular praise from staff for achievements, and sometimes gestures are used to support praise, recognising children's efforts and supporting their self-esteem. Children's health is supported by providing a variety of snacks, milk and water and opportunities to play outside in the fresh air. Children begin to understand their own self-care as they go in groups to wash their hands before snack time. Children's social skills are promoted at snack time. They sit together and talk to each other and to staff in a relaxed atmosphere as they enjoy their food. Children are developing an ability to attend to their self-care needs. They are aware that they must wash their hands before eating and after using the toilet. Children develop their independence and physical skills appropriately, for example, by using a knife to spread soft cheese on their cracker and pour their own drinks.

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

The leadership and management of the pre-school is inadequate. The manager has not met two of the legal requirements of the Early Years Foundation Stage. Staff are aware of how to safeguarding children and they know who to contact if they ever have concerns about a child. However, a member of staff who has not been appropriately vetted was left on her own in the hall with children. This is a breach of requirements of the Early Years

Register and has a negative impact on children's safety and well-being. The manager has a secure system in place for tracking and monitoring individual children's progress. This mostly identifies any gaps in learning, however, the progress check at age two does not show children's strengths. Staff participate in annual appraisals and more regular supervisions to support their continued professional development. Staff are committed to improving their practice. As a result of attending training on outdoor play, they have made improvements to the outside area. Recent communication and language training has helped them to improve their ability to gain children's attention and listening skills. For example, by gaining eye contact before talking and getting down to the child's level.

Staff prioritise the safety of the environment each day by completing sufficient daily risk assessments, making sure the equipment is safely set out. Monitoring of visitors to the pre-school and security of the premises ensure that risks to children are effectively minimised. Staff record sufficient information about accidents and injuries to children. This includes parents' signatures, which are obtained at collection times.

Parents comment that they are happy with the pre-school and say that they like the friendly staff and interactive environment. Staff discuss children's interests and needs daily during drop-off and collection times. The manager has a generally good knowledge and understanding of working with parents. A number of initiatives have been introduced to ensure parents contribute to their child's learning and development. For example, there is space in children's learning journals for parents to comment and record 'wow' moments. Parents are encouraged to give feedback through regular questionnaires, which allows them to make a contribution to the improvements of the pre-school. Partnerships with external agencies and services are well established and make a positive contribution to meeting children's needs. The manager attends transition meetings with all of the local primary schools, pre-schools and nurseries to discuss ways in which to prepare children in their next steps in learning. This is supported by the pre-school passing learning journals to the school. The special educational needs coordinator has a generally good knowledge and understanding of her role and responsibility to ensure individual needs of children are being met. Information received from services, such as speech and language therapy, is well used. This ensures children get the help and support they need to address their individual needs and circumstances.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	253449
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	871523
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Frampton Community Preschool Committee
<b>Date of previous inspection</b>	14/11/2008
<b>Telephone number</b>	01205 724636

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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