

Frampton Community Preschool

The Village Hall, Middlegate Lane East, FRAMPTON, Nr Boston, Lincolnshire, PE20 1AU

Inspection date

07/11/2014

Previous inspection date

09/05/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff know children extremely well. They plan and provide activities based on children's interests and needs. As a result, children make good progress in their learning.
- Children are happy and settled. This is because staff provide warm and caring relationships for all children.
- Children are safeguarded well because staff have a good awareness of the signs and symptoms of child abuse and know the procedures to follow should they have concerns about a child in their care.
- Staff work closely with parents, regularly sharing observations and assessments of children's progress. Children's learning and development benefits as a result.

It is not yet outstanding because

- On occasion, children are not always given clear warnings when a change in routine is about to happen, such as at snack time. As a result, opportunities for children to manage their own time, and finish their activities fully, are not maximised.
- The monitoring of staff practice is not yet fully consistent, to make sure that all staff have regular feedback on how to share best practice and enhance their already good teaching skills further.

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 observed activities in the main hall and in the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the pre-school and spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at a range of documents and records.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Samantha Hoyes

Full report

Information about the setting

Frampton Community Preschool was registered in 1992 on the Early Years Register. It is situated in the village hall in Frampton, Lincolnshire and is managed by a 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 five members of childcare staff, four of whom hold appropriate early years qualifications from level 2 to level 4. The pre-school opens Monday to Friday, term time only. Sessions are from 9.15am to 12.15pm. Children attend for a variety of sessions. There are currently 16 children on roll 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 further improve the quality of the early years provision the provider should:

- review and reflect on opportunities that will help children to self-regulate their time to manage changes in their routine, for example, by using musical instruments or egg timers to let children know how long they have before the next activity
- strengthen the monitoring of the quality of teaching, by increasing the use of consistent peer observations, thereby providing all staff with more focused and regular feedback, in order to further raise the quality of children's learning experiences.

Inspection judgements

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

All children are making good progress in their learning. This is because staff know children well, and plan and provide a range of activities and resources to meet their needs. Staff follow children's individual interests. For example, staff recognise children's current interests in pirates and identify next steps based on these interests to make accurate assessments of children's prior learning. Consequently, children are motivated and eager to learn. Children who speak English as an additional language make very good progress in their learning. This is because staff work closely with parents obtaining key words from them in children's home languages to support effective communication. This is then reinforced through a range of visual supports, such as the key word fan, which staff and children can refer to.

Staff provide a well-resourced and planned environment across all areas of learning. For example, all areas contain appropriate books and writing materials. As a result, children

demonstrate a keen interest in print and begin to make marks freely, developing their early literacy and writing skills. Mathematics is taught through the skilled interactions of staff throughout the session. Staff make good use of planned activities, such as story time, to develop children's listening and attention skills. Consequently, children are gaining confidence and the learning skills required for their next stage of learning, when they start school. Staff provide a range of resources to support all children's differing abilities. For example, outside, children are supported by staff to adapt a balancing activity. They space the blocks further apart and delight as they make their way to the end. Consequently, children are challenged in their learning.

Partnerships with parents are good. Staff liaise closely with parents, gathering initial starting points and regularly sharing planning and assessments of children's learning. This further enhances children's development. Staff provide the progress checks for children between the ages of two and three years, providing parents with in-depth information about children's strengths in their learning and the planned next steps. As a result, children are supported and any necessary interventions are effective. Staff work closely with a range of professionals to support children with special education needs and/or disabilities. As a result, all children make good progress in their learning.

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

Children are happy and settled. This is because staff provide warm and caring relationships for all children. A robust key-person and second key-person system is in place. This ensures that, at all times, children are supported by a member of staff who knows them well. Children are emotionally well prepared for the next stage in their learning. This is because staff take time to discuss the changes that are going to happen and support children to develop the wide range of skills they will need for their next steps. For example, staff encourage children to put on their own coats and do up their buttons. This develops their independence skills.

Staff model appropriate behaviours and encourage children to manage their own risks through careful discussion. For example, during snack time, staff discuss how to use the knives safely. Staff support positive behaviour throughout by asking questions and supporting children's emerging social skills. As a result, their behaviour is good. On occasion however, children are not always given clear warnings when a change in routine is about to happen, such as at snack time. As a result, opportunities for children to manage their own time and finish their activities fully are not maximised.

Children are encouraged to develop healthy lifestyles through embedded hygiene routines. For example, they know that they must wash their hands before snack time. Staff discuss how they feel physically when they have been very busy, for example, at tidy-up time. As a result, children are beginning to learn the effects of vigorous activity on their bodies. Staff encourage children to be supportive of each other. For example, when balancing outside, children discuss how far their legs can stretch and help to move the equipment accordingly for their friends. As a result, children are positive and supportive of their peers in this fully inclusive environment. Staff build on this further when inside and encourage

older children to help younger children by passing resources, such as paper to their friends.

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

The staff team are fully aware of their roles and responsibilities with regard to safeguarding children. They ensure safeguarding training is thorough and up to date. Staff have a good knowledge of child protection and know the procedures to follow should they have a concern about a child in their care. Clear recruitment procedures are in place, which includes obtaining Disclosure and Barring Services checks for all staff and committee members and any reference checks. Managers have also introduced a robust induction process, ensuring that any staff who have not yet received their Disclosure and Barring Service clearance are never left unsupervised with children. As a result, children are safeguarded from harm. Regularly reviewed risk assessments and daily checks are used effectively to identify potential hazards in the pre-school and ensure staff keep children safe. Detailed written policies and procedures are reviewed regularly to ensure practice is supported by current legislation.

Since the last inspection, and a subsequent monitoring visit, the pre-school has made good progress in addressing the actions and recommendations raised. Good processes of self-evaluation are in place and are reviewed regularly to inform improvement plans and next steps for the setting. These are informed by staff, parents and other professionals, such as the local authority. Staff have regular supervisions to discuss children's progress. This is reinforced by the manager's monitoring and tracking of children's assessments to identify and address areas for development. This ensures that all children make good progress in their learning. The monitoring of staff practice however, is not yet fully consistent, to make sure that all staff have frequent focused feedback on how to enhance their already good teaching skills.

The staff team work well together, with parents and other agencies, to ensure children's care and learning needs are fully met. Children's learning is supported as they prepare for the move to school. This is because the pre-school works closely with local schools and share information about children's prior learning. The pre-school also works effectively with outside agencies to ensure that all children, including those with special educational needs and/or disabilities, make good progress in their learning. Parents note they are happy with the pre-school and comment on the good progress their children make here. Staff work hard to keep parents well informed and provide opportunities for them to contribute to their children's progress through using wow moment sheets and completing questionnaires.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	253449
Local authority	Lincolnshire
Inspection number	976527
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	16
Name of provider	Frampton Community Preschool Committee
Date of previous inspection	09/05/2014
Telephone number	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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