

Frinton Chapel Preschool

62 Old Road, Frinton-on-Sea, Essex, CO13 9BY



Inspection date

4 November 2015

Previous inspection date

23 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children settle very well and quickly become very confident and secure in their surroundings. There is an effective key-person system in place, good settling-in procedures and a well-established daily routine.
- The staff team is well qualified and demonstrate they have a good understanding of how children learn. They spend much time engaging in quality interactions with the children, supporting good communication skills.
- Partnerships with parents are well established. Parents are very much involved in their children's learning. They contribute to starting points and ongoing assessments and are provided with information about how learning can be continued at home. Partnerships with other professionals are equally well established.
- Staff are dedicated, committed and work well together as a team. Effective systems of support including formal supervision sessions, help to promote good practice and inform staff's professional development plans.
- Staff make accurate assessments of children's learning. This information is used very well to inform planning that reflects children's individual interests and styles of learning. Systems to share children's next steps with other staff members are also very effective. This helps all staff to support children's learning and children make good progress.
- Children with special educational needs are supported well. Targeted programmes of support are swiftly implemented and there is good communication and information sharing between all involved.

It is not yet outstanding because:

- Children, including those who speak English as an additional language, do not have exposure to a wide variety of text, to extend their understanding of literacy and language and how this can be used in different contexts and situations.

What the setting needs to do to improve further

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

- create even more opportunities for children to explore print in the environment, including text in different languages, to help children gain a deeper understanding of the world and enhance their, already good, literacy and language skills.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during freely chosen play, planned activities and during snack time and lunchtime.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager is the designated person for dealing with safeguarding issues and has attended recent training to support her in this role. She ensures that staff are knowledgeable about how to manage and minimise any risks to children through training opportunities, discussions at staff meetings and supervision sessions. The manager and staff team are highly reflective. Various systems of self-evaluation help to maintain continuous improvement and outcomes for children. Self-evaluation, in addition to appraisals, successfully identify and ensure that relevant trainings needs are met to sustain the good quality of teaching. Detailed monitoring of children's progress helps to ensure that any gaps in development are swiftly identified and targeted for ongoing planning or additional support.

Quality of teaching, learning and assessment is good

Staff have good knowledge of how young children learn and use observation and assessment effectively to plan well-tailored activities. Staff have high expectations of children and set suitable challenges that promote children's development across all areas of learning. Children make good progress in their learning and development and have an enthusiastic and motivated approach to learning. Staff use a wide range of teaching techniques to support children in their play. For example, they ask well-posed, open-ended questions to encourage children's thinking and communication skills. They extend this by presenting ideas to children using their known interests. Children are articulate communicators who listen well, respond confidently and initiate conversation. Children have a wonderful time experimenting with the balance beams and the different ways they can be used. Children carefully test out their ideas by moving the beams in different ways, demonstrating they are active learners and can think critically. Staff support children's ideas, suggesting different uses for the new construction.

Personal development, behaviour and welfare are good

Staff work very closely with parents to find out about children's individual needs and care routines. They implement these well and provide high levels of care which support children's emotional and physical well-being. Staff speak sensitively to children and help them to understand the rules and expected behaviour. Children apply their learning well and behaviour is good. For example, children are encouraged to share toys with one another and to help at tidy up time. Staff encourage children to talk about their emotions and how to express them in appropriate ways. Children learn about a wide range of safety-related topics. They enjoy visits from local police officers and learn about how the different parts of their uniform help them to keep us safe. They have plenty of outdoor play which contributes to their good health and physical well-being. They use a wide range of resources and develop their understanding of how to take well-managed risks.

Outcomes for children are good

Children learn important skills which help them prepare for their next stage in learning, including school. They are confident, happy to learn and make good progress in their development towards the early learning goals.

Setting details

Unique reference number	EY259418
Local authority	Essex
Inspection number	860491
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	34
Name of provider	Frinton Gospel Chapel Committee
Date of previous inspection	23 May 2011
Telephone number	01255 850219

Frinton Chapel Preschool is run by the Partnership of Frinton Gospel Chapel and has been registered since 1993. It is open from Monday to Friday, term time only. Sessions run from 9am to 12 noon each day, with an optional lunch club from 12 noon to 1pm. Afternoon sessions run from 1pm to 3.30pm, Tuesday, Wednesday and Thursday. The pre-school receives funding for two-, three- and four-year-old children. In total, 10 staff work with the children, all of whom hold relevant early years qualifications. The manager is qualified to level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

