

Frampton Community Pre-School



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

Inspection date

4 October 2017

Previous inspection date

7 November 2014

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 are happy, settled and well behaved. They treat others equally and with respect. Staff form close relationships with their key children, whose emotional well-being is well supported.
- Staff support children's language development very well. They use a range of strategies effectively to help children develop and extend their vocabulary. For example, they get down to the children's level and model language clearly. They use effective questioning and give children time to respond. This provides a strong base for future learning.
- Partnership working with professionals, and other providers is very strong. Information about children's care and learning is shared in detail. This helps to promote a continuous approach to children's development.
- The manager and staff closely monitor children's progress. They swiftly address any gaps in children's learning.

It is not yet outstanding because:

- Staff have not considered the impact of some daily routines on children's engagement in purposeful activity.
- Occasionally, staff are not quick enough to reshape their planned activities to support children's learning fully.

What the setting needs to do to improve further

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

- refine the organisation of some daily routines, so that children remain purposefully engaged in activities
- support staff to reshape their planned activities more quickly when needed to enable children to get the most from their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the preschool manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Sharon Waterfall

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff, recognise signs that might raise concerns about a child's welfare, and have a good knowledge of how to seek advice from the relevant agencies. There are robust recruitment and induction arrangements in place to ensure staff are suitable for, and knowledgeable about their role and responsibilities. The manager supports staff well to reflect on their practice, such as through regular peer observations and supervisory meetings. Staff are keen to develop their skills and knowledge. For example, they have attended training on outdoor environments, and have purchased new resources to support children's learning outdoors. Partnerships with parents are strong and parents are delighted with the progress their children are making.

Quality of teaching, learning and assessment is good

Staff check on children's abilities accurately and know their key children well. They make accurate observations of what children can do, and plan suitably challenging activities to support their good development. Indoor and outdoor environments are used well to support all aspects of learning. For example, children use water and brushes to make marks outdoors; Indoors, they colour mix with paints and do individual crafts. Staff use daily routines to support mathematical skills, such as counting how many children are present each day. Children enjoy singing and acting out the songs. This supports their confidence and communication skills well.

Personal development, behaviour and welfare are good

Staff support children's social skills well. Children are excited to play together, and take turns and share very well. Children learn about adults who help to keep them safe and well. For example, they receive visits from local firefighters. Staff help children to learn about people whose experiences might be different to their own. For example, they find out about different festivals with the support of parents. Staff are polite to each other and are very good role models for the children. Children build secure relationships with staff, and turn to them for help and support, if needed. Nutritious snacks and daily outdoor play support children to learn about healthy lifestyles.

Outcomes for children are good

Children develop the skills they need for future learning. All children are highly motivated to play and learn. They show good levels of independence and confidence, and communicate their needs, ideas and feelings well. They listen intently and follow instructions well. Children become good problem solvers. For example, they work together with their friends to wash the ducks down the guttering in the garden. Children make good progress in their learning and are well prepared for their eventual move on to school.

Setting details

Unique reference number	253449
Local authority	Lincolnshire
Inspection number	1103318
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of registered person	Frampton Community Playgroup Committee
Registered person unique reference number	RP517319
Date of previous inspection	7 November 2014
Telephone number	07939 266154

Frampton Community Pre-School registered in 1992. The pre-school employs eight members of childcare staff. Of these; seven hold appropriate early years qualifications at level 2 and above, including one with a qualification at level 4. The pre-school opens from Monday to Friday, term times only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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