

Frampton Park Pre-School

35 Frampton Park Road, London, E9 7PQ



Inspection date

Previous inspection date

30 November 2017

5 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of a member of the pre-school committee. This means that checks have not been carried out to ensure that all members are suitable to be involved in running the pre-school. However, this is not having a serious, detrimental impact on children's safety, well-being or learning and development.
- The quality of teaching is variable. Staff supervision is not focused enough on identifying what aspects of teaching could be improved or planning support to achieve this.
- Staff have not been consistent in carrying out the required progress check for children aged between two and three years. In addition, all children are not consistently monitored to assess their progress and identify gaps in their learning. This means staff are unable to fully support them.
- Self-evaluation is not fully successful in identifying and targeting all weaknesses.

It has the following strengths

- Parents speak highly about the staff and the care that children receive.
- Children settle quickly into the welcoming environment. They engage well with staff and their peers, and feel safe and secure.
- Staff are good role models and use positive praise to support children's confidence and self-esteem. Children behave well and develop an understanding of rules and boundaries.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that Ofsted is provided with the necessary information to enable it to carry out suitability checks on all committee members	12/12/2017
■ implement effective professional development and supervision arrangements to raise the quality and consistency of teaching	15/12/2017
■ ensure that all staff consistently implement a review of each child's progress between the ages of two and three years, and provide a written summary of this to parents	15/12/2017
■ improve the monitoring of children's development to ensure it is assessed accurately and used to recognise their progress and understand their needs.	15/12/2017

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

- make effective use of self-evaluation to ensure that statutory requirements are met and areas for improvement are prioritised.

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 to staff and children at appropriate times.
- The inspector held a meeting with the manager and looked at evidence of the suitability of staff members and a range of other documentation, including first-aid certificates and accident records.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to some parents about the pre-school and took account of their views.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider, who is also the manager, has failed to notify Ofsted of a committee member. This means that the appropriate suitability checks for this individual have not been carried out. However, a Disclosure and Barring Service check has been obtained. Staff have a good understanding of the signs and symptoms of abuse and know how to report concerns. They carry out visual checks on the environment and equipment to make sure these are safe and secure for children at all times. Safeguarding is effective. Although the manager meets regularly with staff, she does not make the best use of these meetings to identify inconsistencies in their teaching practice and plan support to address this. The manager does not use self-evaluation effectively to identify areas for improvement. For example, she has failed to recognise that staff are not consistently completing the required progress check for children aged between two and three years or sharing this information with parents.

Quality of teaching, learning and assessment requires improvement

Staff observe children's play and have a general overview of their abilities and interests. However, effective systems are not in place to monitor all the children's progress, including that of children from different groups. On occasions, teaching is effective. Staff engage children appropriately during their chosen activities and promote communication and language development. For example, by introducing new words and giving children time to think before sharing their thoughts. Children enjoy completing jigsaws and staff use appropriate questions to support their mathematical learning. For example, they ask children to identify colours, recognise numbers and count puzzle pieces.

Personal development, behaviour and welfare require improvement

Weaknesses in the monitoring of teaching and assessment mean that staff are not identifying and swiftly closing any gaps in children's social and emotional development. However, children form secure relationships with staff who nurture their emotional well-being. Children get lots of fresh air and exercise in the secure outdoor area. For example, they run excitedly as they re-enact a favourite story and ride and balance on scooters. Children are provided with nutritious snacks and meals, helping them to learn about healthy lifestyles. Staff develop children's awareness of safety. For example, they explain to pre-schoolers why they need to pick up toys from the floor to avoid tripping over.

Outcomes for children require improvement

Overall, children, including those who have special educational needs (SEN) and/or disabilities and those who are learning English as an additional language, learn the basic skills that they need to prepare them for the next stage in their learning. They are encouraged to be independent and to value each other's differences. Children confidently practise their early writing skills. However, they do not make consistently good progress because of the variations in teaching and the quality of assessments.

Setting details

Unique reference number	144581
Local authority	Hackney
Inspection number	1089688
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	19
Name of registered person	Frampton Park Pre-School Committee
Registered person unique reference number	RP909695
Date of previous inspection	5 June 2015
Telephone number	020-8986-0265

Frampton Park Pre-School registered in 1998. It employs four members of staff, all of whom hold appropriate early years qualifications between level 2 and 6. The pre-school opens Monday to Friday from 9am until 3.30pm, during term time only. The pre-school provides free 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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