

Frampton Park Pre-School

35 Frampton Park Road, LONDON E9 7PQ



Inspection date

6 November 2018

Previous inspection date

30 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The manager has a clear vision for the pre-school and evaluates practice routinely. She uses feedback from the local authority, parents, staff and children to identify and develop areas for improvement.
- There are good procedures to support children who have special educational needs (SEN) and/or disabilities. Staff work closely with parents and other professionals involved in children's lives, so that consistency in children's care and learning is met.
- The quality of teaching is consistently good. Staff are enthusiastic and playful with the children, and join in with their activities. This helps to motivate children, who thoroughly enjoy their learning experiences and make good progress in their development.
- Staff place a clear priority on promoting children's emotional well-being and behaviour.
- Children play in a calm and homely environment. A wide range of interesting activities and stimulating resources engages children well and captures their interests.

It is not yet outstanding because:

- Monitoring methods, to help leaders and key persons to determine how effectively gaps in individual children's learning and in groups are closing, are not as robust as they could be.
- Staff do not make the most of all opportunities to develop further children's understanding of the benefits of adopting healthy lifestyles.

What the setting needs to do to improve further

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

- improve ways to check the progress of individual children's progress and that of identified groups of children, to target provision and teaching more accurately to aid more rapid progression
- develop more opportunities for children to learn about the importance of a healthy lifestyle.

Inspection activities

- The inspector held a meeting with the manager and looked at documentation, including evidence of staff suitability and self-evaluation.
- The inspector completed observations of teaching and learning, and undertook a joint observation with the provider.
- The inspector spoke with parents and took into account their views.
- The inspector spoke with staff and children at appropriate times during the inspection.

Inspector
Chris Lamey

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are aware of their role and responsibilities in keeping children safe. They know what action to take if they have concerns about a child's welfare. The manager and staff keep the premises safe. For example, they carry out thorough risk assessments, including when using the outdoor area, to identify and minimise hazards. The manager regularly reviews staff practice, the environment and the quality of teaching to arrange suitable training and help maintain good outcomes for children. For example, the manager and staff meet at the end of every day to reflect on children's learning experiences and to plan for the following day.

Quality of teaching, learning and assessment is good

Staff build on children's communication and language skills well. They engage them in discussion and conversation. They ask questions that encourage children to think, and listen closely to their responses. Staff make learning enjoyable and interactive. For example, children learn about colours through play, and staff challenge them to find objects in the setting of a particular colour and praise them highly when they return with their objects. Staff have effective partnerships with parents and regularly share information about children's learning, encouraging parents to support their learning at home. Staff support children who have SEN and/or disabilities and who are learning English as an additional language extremely well. For instance, a speech therapist works very closely with the special educational needs coordinator to identify effective learning programmes for the children.

Personal development, behaviour and welfare are good

Staff provide a variety of opportunities for children to gain fresh air and exercise to support their physical health. For instance, children enjoy playing outside, as they learn to pedal tricycles and take care near the swings. Children are familiar with daily routines, such as snack time, and follow instructions carefully. They eagerly sing the 'tidy up' song and help to put the toys away. Staff help children to develop good independence skills from a young age. Children are keen to do things for themselves and are confident in managing some age-appropriate tasks well. For instance, they put on their own coats and shoes before playing outside and pour their own drinks at snack time. Children develop a positive awareness of similarities and differences, are staff support them well to be actively involved in local community activities. For example, they have recently focused on Black History Month, researching their heritage and customs.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress. All children gain good communication and language skills. They confidently recognise and name familiar letters and the sounds they represent. Children spontaneously sit together to look at books and learn that written words have a meaning. They learn to count and to recognise shapes and colours. Older children can spell out the sounds of their name. Children learn skills that will prepare them well for school.

Setting details

Unique reference number	144581
Local authority	Hackney
Inspection number	10079759
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	16
Number of children on roll	15
Name of registered person	Frampton Park Pre-School Committee
Registered person unique reference number	RP909695
Date of previous inspection	30 November 2017
Telephone number	020-8986-0265

Frampton Park Pre-School registered in 1998. It employs three members of staff, all of whom hold appropriate early years qualifications between level 2 and 6. The pre-school opens Monday to Friday from 9.30am until 3.30pm, during term time only. The pre-school provides free early education for two-, three- and four-year-old children.

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