

Inspection of Framfield Pre-School

Framfield C of E School, The Street, Framfield, Uckfield, East Sussex TN22 5NR

Inspection date: 11 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children of all ages and abilities are very happy and confident at the pre-school. Staff have high expectations of children and what children can learn. They implement their chosen curriculum effectively, and they understand how to help children remain interested in their learning experiences. Children enjoy learning as they participate in interesting experiences. For example, they learn how to safely use real tools to make planters in woodwork activities. Children are independent in creating their own games and enjoy the company of others. For instance, they take turns to pull each other on a 'royal carriage' made from a sledge, and they are excited to be a 'king' and a 'queen'.

Staff are positive role models, and children are polite and behave well. Children are kind and caring. For instance, they are keen to take an active role in caring for the large number of pre-school pets, including a hedgehog and a hamster. Children learn to be empathetic. For example, they tell each other that it is okay and not to feel sad when they come last in a running race. Children learn about the benefits of healthy lifestyles. They learn about the importance of good oral hygiene. All children develop good physical skills. They use challenging equipment confidently, such as the climbing wall.

What does the early years setting do well and what does it need to do better?

- The manager and staff get to know children's individual personalities well. They know what children like and dislike. This helps them plan learning experiences that they know children will enjoy. This helps all children have a positive attitude towards their learning. All children make good progress. This includes those who speak English as an additional language.
- Staff support children to feel settled and establish positive relationships with them. Children are keen to play games with staff and giggle happily and listen intently as staff interact with them. Children develop a good sense of belonging and positive levels of well-being.
- All staff plan activities around the interests and current life circumstances of children. For example, many children have new baby siblings or are going to have them shortly. Therefore, they enjoy reading books about a new baby in the family and enjoy washing 'babies' in water play activities.
- Staff liaise closely with outside specialists to implement helpful strategies to support children with special educational needs and/or disabilities. For example, they use simple sign language with children to communicate with them. Staff have attended beneficial training to further support children. This includes completing communication training to learn about different ways of supporting children to further develop their speaking and listening skills.
- The manager and staff use effective ways to keep parents informed about their

children's learning. For example, they routinely share children's learning, achievements and next steps in children's learning with each other. They encourage parents to share what their children are learning from home. They use the information to support their activity plans.

- Overall, the manager monitors the good quality of education and care that staff provide children. She routinely observes staff interacting with children and shares her feedback. However, she does not fully identify when less qualified staff would benefit from additional mentoring to help ensure teaching is consistently of the highest standard across the entire staff team.
- The manager and staff understand the benefits of sharing children's learning with staff at the other settings that the children also attend. However, they do not routinely communicate with them to establish stronger partnerships with them. Therefore, staff do not yet provide the highest level of consistency in the children's care and learning experiences.
- The manager and staff ensure their practice is inclusive, and they welcome families and children from all backgrounds. Children learn about other traditions and cultures from around the world. This includes learning about the Chinese New Year festival.
- Staff support children to develop confident communication skills. They provide children with a language-enriched environment. Staff ask children thought-provoking questions and give them time to think and then respond. They teach children new words; for example, they talk about hedgehogs being 'nocturnal'.
- The manager uses additional funding to meet the individual needs of children effectively. For example, they have purchased resources to support them to develop their concentration and build on their speaking and listening skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure and confident knowledge and understanding of all safeguarding and child protection policies and procedures. They fully understand the signs and symptoms of abuse to be aware of that may highlight an issue. This includes extremism and radicalisation. Staff know who they would contact to seek advice and how to raise and follow up any potential concerns. Staff teach children to remain safe. For example, children are confident in highlighting any potential risks, such as trip and slip hazards. They learn how to handle the variety of animals safely and hygienically.

What does the setting need to do to improve?

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

- strengthen further the mentoring and coaching of less qualified staff to ensure that they are fully supported to consistently teach at the highest quality

- build more effective partnerships with staff at other settings that children also attend.

Setting details

Unique reference number	EY415265
Local authority	East Sussex
Inspection number	10264058
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	50
Name of registered person	Framfield Pre-School
Registered person unique reference number	RP530052
Telephone number	01825890943
Date of previous inspection	22 May 2017

Information about this early years setting

Framfield Pre-School registered in 2000. It is located in Uckfield, East Sussex. The setting is open from Monday to Friday, term time only. Sessions are from 7.45am to 4pm. The setting provides funded early education for two-, three- and four-year-old children. The setting employs eight members of childcare staff, five of whom hold relevant early years qualifications at level 3 and above. This includes one member of staff who holds a relevant early years qualification at level 6.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.

We carried out this inspection 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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