

Inspection of Frampton Community Pre-School

Village Hall, Middlegate Road East, Frampton, BOSTON, Lincolnshire PE20 1AR

Inspection date: 16 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are sociable with their peers and show positive relationships with staff. These close attachments help to develop children's confidence and feelings of security. Staff introduce visitors to the children and explain that they have come to visit and are safe to speak with. This clarification results in children welcoming visitors and engaging positively with them.

Staff get to know children well from the start and build on their individual needs. Consequently, all children, including those who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language, make good progress. Children learn through a balance of adult-led activities and child-initiated play. Staff have recognised from their assessments that children need help to develop their speaking skills. They offer group activities to target this learning. For example, children thoroughly enjoy taking it in turns to choose a toy related to a rhyme and then singing the rhyme.

Children behave well and show good social skills. Staff thank children for using good manners, helping them to understand what is expected of them. Children play exceptionally well alongside their friends. Children are keen to play and interact with the activities and resources staff offer them. This helps children to have a positive attitude to learning. Staff develop children's interest as they play. For example, they hide animals in the sand and children have to guess what the animal is from given clues.

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

- The manager has great respect for her staff team. She comments that they are a small team who get on well together and have the children's well-being at the heart of everything they do. As a consequence, they give outcomes for children a high priority.
- The manager knows children well and ensures that she uses any funding effectively to help children to make good progress. A recent example is the purchase of a book trolley. Staff encourage parents to take books from the trolley home to read with their children.
- Staff develop children's communication well. They use a variety of methods to interact with children. As staff play alongside children, they use a narrative to describe what they are doing as it is happening. Staff use sign language alongside the spoken word to include children who do not speak and children with limited language.
- Staff offer a well-planned environment with plenty of meaningful learning opportunities. Children readily welcome adults to play alongside them. However, occasionally, staff do not extend the most able children's learning. For example,

staff drew a circle using water and told children that it would disappear in the sun, rather than challenging the children to draw on their own knowledge or think about what might happen.

- Staff plan a range of curriculum activities to help children to develop the skills they need for school, such as independence. For example, during the term before they go to school, children take part in physical education sessions, when staff teach them to dress and undress independently.
- Children's mathematical development is progressing very well. For example, children watch mesmerised as staff engage them in a whole-group activity to learn about shapes. Children anticipate what shape will appear out of the bucket next. They watch in awe and wonder when staff spark their interest. As staff magically make shapes appear using flour and a sieve, children shout, 'Again, again.'
- Staff help children to quickly learn about the expectations for behaviour. They follow a consistent approach and give children clear instructions, so that they know what to do. For example, during carpet time, staff reinforce the rules in a child-friendly way. They ask, 'Do we run at pre-school?' Children laugh and reply, 'No, we walk.'
- Respectful relationships between staff and children are evident; this is especially noticeable in children with SEND. For instance, staff adapt activities and ensure children with SEND are fully included in the pre-school session. This helps to positively build their self-confidence.
- Children learn about different festivals and celebrations, such as Easter and Chinese New Year. However, as a result of the COVID-19 pandemic, the staff have not resumed their programme of education to support children to develop a strong awareness of people and communities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a strong understanding of how to keep children safe and promote their welfare. They know how to recognise the signs and symptoms of abuse and they understand the procedures to follow to ensure safeguarding concerns are reported correctly. Staff training and quizzes help keep staff's knowledge up to date. Staff carry out risk assessments daily and complete ongoing checks to ensure that the environment is free of hazards and safe for children to play in. Staff remind children to walk when indoors and talk to them about the correct way to hold scissors when they walk. This helps children to understand how they can keep themselves safe and how to reduce accidents.

What does the setting need to do to improve?

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

- strengthen staff's teaching to ensure that children consistently benefit from challenging learning opportunities
- improve the programme of education for children to learn about people and communities beyond the pre-school.

Setting details

Unique reference number	253449
Local authority	Lincolnshire
Inspection number	10285373
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	22
Name of registered person	Frampton Community Playgroup Committee
Registered person unique reference number	RP517319
Telephone number	07983865496
Date of previous inspection	4 October 2017

Information about this early years setting

Frampton Community Pre-School registered in 2018. It is located in the village of Frampton, Lincolnshire. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

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 manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and took account of their feedback.

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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