

St Joseph's Pre-School Group

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

St Joseph's Pre-school was registered in 2003 for 52 children between the ages of two and five years. A breakfast and after school club opened in 2006. However, the clubs now operate as a separate provisions under different leadership and were not inspected during this visit. The pre-school has been located in a separate building within the grounds of St. Joseph's RC Combined School in Chalfont St. Peter since 1999. It has access for disabled persons and consists of one large playroom, a cloakrooms with toilet facilities and a storeroom. There is also a fully enclosed garden for outside play. The pre-school serves the local area and is run by a sub group of St Joseph's School governors. There are suitable links with other providers. Currently 52 children attend the pre-school, 24 are three years or under and 42 are in receipt of educational funding. Children attend for a variety of sessions and some also attend other provisions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The provision opens five days a week during school term times. Sessions are from 9:00am until 11:30am and from 12:45pm until 3:15pm. Eight experienced staff work with the children, seven are part-time and six have relevant early years qualifications. The provision is registered on the Early Years Register only.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is good, with some outstanding features including its links with parents, and the care provided for children. Children are kept safe and looked after well by dedicated staff in an environment which is inclusive, safe and stimulating. As a result, they are happy and make good progress during their time at the pre-school. The leader keeps all aspects of the nursery's work under review, makes good provision for staff development and is committed to improving the provision. Issues from the last inspection have been addressed, and through the process of self review additional areas for improvement have been highlighted indicating a good capacity for future development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan more teacher directed activities for the outdoor area and extend learning beyond the immediate school grounds to increase children knowledge and understanding of the world.
- use information from self review to set priorities for improvement and identify success criteria against which plans and actions can be evaluated.

The effectiveness of leadership and management of the early years provision

The management take seriously their duty to keep children safe and they have effective safeguarding procedure in place. These include risk assessments of the premises and equipment, an up-to-date policy on child protection, regular fire evacuation drills and a record of checks made on adults working in the pre-school provision. Staff successfully build positive relationships with parents. Effective systems of communication are established at an early stage and, as a result, children make a smooth transition from home to school. A number of parents spoken to report that they are very happy to leave their children at this provision. Children are provided with a good range of learning experiences and opportunities which match their needs, interests and backgrounds and, as a result, they enjoy their time at the pre-school. Most of the staff are trained in first-aid procedures and suitable equipment is stored in a convenient location. Good links with other support agencies ensure children with speech and communicational difficulties and those with medical conditions are supported well and make good progress. Effective links have been established with other providers, for example, childminders are given copies of medium-term plans and there are suitable opportunities for discussions with parents and carers either at the start or end of sessions. Children have the opportunity to meet staff from the school's early years class. Those who are due to transfer to the Reception class have the opportunity to spend some time in the school in the summer term.

Equality for all children and promotion of diversity lie at the heart of this successful setting. Effective use is made of the available resources to support children's learning. A suitable range of visitors to the setting, including a librarian, and representatives from the fire and police services help to increase children's knowledge and understanding of the world. Regular opportunities to play outdoors help to promote children social and physical development. However, there are few planned teacher directed activities to promote learning in the outdoor area. Good use is made of a farmer's field adjacent to the setting to observe and learn about farm animals and the seasonal changes in nature. Opportunities to learn about the environment beyond the school setting are limited because there are few trips off site. The arrangements for the professional development of staff are good. All staff have completed training on the requirements of the Early Years Foundation Stage framework. As a result, their planning takes good account of the children's needs and interests as well as the areas of learning for that age. The leader is committed to improving the provision and keeps all policies and procedure under review. The process of self- evaluation is well under way and a number of areas for improvement have been highlighted. There are detailed written records of all the reviews undertaken. However, the priority for improvement and success criteria are not sufficiently clear and the procedures for evaluating the impact of actions taken are not in place.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time at the setting because they are well cared for in an environment which is warm, and welcoming. Children of all ages quickly settle in and engage in the many experiences offered, including adult-led and child-initiated activities. For example, they use the good range of art and craft materials daily to develop their creative skills. Some make collage pictures using paper cut from magazines, glue and paint. Others make cards using cardboard and tinsel to celebrate events, such as birthdays and religious festivals. Older children make models related to topics and events that occur during the week. For example, following a visit from the fire service, children made a model of a fire engine using every day materials. Children's understanding of the world is promoted through listening to stories and singing songs from their own and other countries. This is enhanced through the celebration of festivals, such as the Chinese New Year and Diwali as well as the celebration of Christian festivals, including Easter and Christmas.

Children develop their communication, language and communication skills well in circle time, for example, when they share their experiences from home and other settings. These skills are developed well when they participate in role-play activities in the home corner, often dressing up as police or fire officers, shopkeepers or characters from fairy stories. The younger children's language and counting skills are developed well as they listen to stories, sing nursery rhymes and join in group activities with older children. Older children count the numbers present at registration time and they identify common two dimensional shapes in the classroom. Children understand the importance of staying safe and use equipment, such as scissors carefully when cutting paper. Following a recent visit from representatives of the fire service, children have a better understanding of the danger of playing with matches and the dangers of open fires. Police officers teach children about road safety and most understand the need for pedestrians to wear reflective clothing on dark evenings. Children's physical and social skills are developed well when they use the large and small outdoor play equipment. They develop their hand to eye coordination skills by playing ball games, climbing on the slides, jumping, and joining in simple team games. Children demonstrate good independence by helping themselves to drinks from the tray, and by preparing the table at snack times. They choose healthy drinks and eat at least one portion of fruit each day. Children quickly learn the daily routines and demonstrate a good awareness of health and hygiene by washing their hands after using the toilet and before snacks. They are very happy and show affection and respect for staff by listening to them, behaving well and following instructions. Children's good development in all areas, particularly their communication and personal and social skills is carefully recorded and passed on to parents and those involved in the next stage of their learning. Their economic well being is supported well as they develop the basic skills necessary for starting school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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