

St Joseph's Extended School Provision

Inspection report for early years provision

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Inspection date	29/03/2010
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Setting address	St. Josephs Catholic Primary School, Mount Pleasant Road, PUDSEY, West Yorkshire, LS28 7AZ
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

St Joseph's Extended School Provision is a committee run day care and out of school provision, and operates from St Joseph's Catholic Primary school in the Pudsey area of Leeds. It re-registered in 2009 and operates from rooms within the school building. All children have access to an enclosed outdoor play area. The day care facility is open each weekday from 8.45am to 3.15pm, term time only. The out of school provision is open from 7.30am to 8.40am and 3.15pm to 6pm term time, and from 7.30am to 6pm during school holidays. The out of school provision closes for two weeks in the summer holidays and bank holidays.

A maximum of 16 children may attend the nursery at any one time and there are currently 30 children aged from two years to five years on roll, all of whom are within the Early Years Foundation Stage. A maximum of 56 children may attend the out of school provision and at present they have 172 children on roll aged from three years to 11 years, and of these 17 children are in the Early Years Foundation Stage. Children attend from surrounding areas. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs three members of staff, of which, all hold appropriate early years qualifications, as does the manager. Staff members are working towards further childcare qualifications. The out of school provision has seven members of staff, and of these, most hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in a safe and secure environment where they are highly valued as individuals. The setting is fully inclusive and all children are very well supported to achieve the best of their abilities. Children are making excellent progress through the Early Years Foundation Stage, as their learning is planned and monitored on an individual basis, and each child's individual interests are provided for well. Children are consistently engaged and their individual needs are met to a considerably high standard, which is due to the staff's enthusiasm and commitment to provide an exceptional learning environment. Staff are extremely well supported, motivated and inspired by the experienced and skilled management team. The manager and staff team work extremely well together in order to evaluate practice and promote continuous improvement and they are establishing very good systems for self-evaluation.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- involving children in learning which takes them into the local community, such as walking to the shops.

The effectiveness of leadership and management of the early years provision

Extremely effective leadership and management in the setting results in a well-skilled and confident staff team, who implement the requirements of the Early Years Foundation Stage very well. This is demonstrated in their excellent safeguarding practice and the rigorous routines and procedures carried out that protect children from harm. Employment procedures are robust and ensure all staff working with children are suitable to do so, and appropriate measures are taken to ensure ongoing staff suitability. All visitors to the setting are asked for appropriate identification, their presence is recorded and they are supervised at all times. Staff have an excellent awareness of issues that may give rise to concerns regarding abuse or neglect, and they have a very good understanding of Local Safeguarding Children Board procedures for the protection of children. This is because all staff undertake safeguarding training, which ensures they are very confident in implementing the setting's own procedures in order to protect children in their care. Risk assessments and daily routines, that support children's safety and well-being, are excellent. All aspects of the setting are scrutinised thoroughly in order to identify and address any potential hazards. The manager, of both the pre-school and the out of school club, ensures that all staff receive regular appraisals and attend staff meetings.

There is a strong culture of reflective practice within the setting, and all staff are actively involved in monitoring the effectiveness of the provision. Self-evaluation is extremely good, and is well focused on identifying improvements that will maintain high quality outcomes for children in all areas. The enthusiastic manager and her team are supported by the school committee in assessing and developing both practice and procedures. They routinely reflect on all that they do, and continuous improvement in outcomes for children is supported by regular discussions, in order to share learning following both mandatory and additional training, both in house and external.

All staff are very proactive in ensuring that all children are included, and learn about the wider world through the celebrating of a wide range of festivals, and a very good selection of resources easily accessible to them. For example, displays and children's own work of the celebrating of Chinese New Year and also Saint David's Day. Although, opportunities for children to engage in the local community are not fully effective.

Partnerships with parents, carers, and others involved in supporting the needs of individual children, are excellent. Settling-in visits are tailored to fit each child and parents' needs, and sensitive support is offered to ensure children and their parents feel secure. Extremely effective sharing of information ensures staff have a thorough understanding of each child's individual needs. Daily feedback provides parents and carers with information about children's achievements. Staff involve parents in their children's learning by suggesting simple activities they can do at home with their children, and parents can access their children's profiles whenever

they wish. Parents are asked to contribute to the profiles and complete in-depth feedback in them, all of which is extremely positive. Parents receive regular reports and a complex report is sent after children have started at the setting, to ensure parents are kept fully informed of how their children are settling in. The out of school club follows all of the same procedures that the pre-school follows so as all children and parents have consistency in the care provided. Staff have very good experience of working with other professionals to support specific learning and development needs. There is a strong relationship with the local school that many children will attend, and transitional arrangements are very well organised. Some children attend more than one setting that delivers the Early Years Foundation Stage, and staff are proactive in approaching these, to share relevant information that supports children's individual learning and development.

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

Children are extremely happy, settled and secure, and thoroughly enjoy their time at the setting. They are cared for by a team of enthusiastic staff who know them well as individuals. The highly effective use of free-flow activities ensure children enjoy a very good balance of indoor and outside play, and very good use is made of the outdoor area. Children thoroughly enjoy using the very well-resourced, outside environment and staff's skilful use of resources helps children make excellent progress in all areas of learning. Staff offer sensitive intervention to encourage children to solve problems, develop language and understand the world around them. They allow children to develop their own play, such as, when outside role-playing police officers, children utilise the pagoda into a police station and dress up in the uniforms. Children also paint the playhouse outside, and are very keen to tell the staff how large their paint brush is, and that they are painting it with chocolate. Inside, children are also able to freely choose the activity, as at registration they are asked by staff what they wish to play with. The children eagerly set off after circle time to their chosen activity. Some children use scissors and glue sticks as they make their Easter baskets, other children count the large bricks as they make a road. More-able children thoroughly engage in a resource that encourages them to recognise shapes and colours, as they draw lorries using stencils. The setting and all of the areas used have lots of the children's work displayed, along with an array of different photographs of children partaking in all areas of learning. Children sit with the staff before lunch to talk about home and to sing action songs, which they do very enthusiastically. For example, children are given pictures of currant buns, and all the children take turns and sing 'five currant buns in a bakers shop' with other children and staff, giggling and laughing as they sing confidently.

Staff have a very good understanding of the Early Years Foundation Stage and use this knowledge to plan and promote children's learning on an individual level, based on children's likes and interests. They take pride in their work and show dedication, enthusiasm and motivation, creating positive play environments for children. Staff make regular observations of children's achievements and interests, and use this information to plan children's next steps of learning. Staff are aware of children's individual levels of development, and the recording system reflects the

knowledge and understanding of individual children's progress. Children's individual profiles are full of observations and these are all linked very clearly to the areas of learning and stage of development. Profiles contain a very good selection of photographs of children doing a wide variety of activities, and these are also supported by parents contributing with photographs of activities children have done at home. All staff work together to do planning, which is very informative and is evaluated regularly. Staff work very well together, to ensure all children are fully supported and encouraged to reach their full potential. As a result children make excellent progress.

Children are aware of healthy lifestyles. They play outside each day enjoying the benefits of fresh air, and physical activity to develop and promote their large motor skills and coordination. Children know to wash their hands at appropriate times and are independent in their self-care skills. They enjoy healthy snacks of fruit and can access drinks from the water fountain throughout the day. Their dietary requirements are well met by staff and they enjoy a range of healthy meals and snacks. Meals are provided by the primary school, which are wholesome and nutritious and take into consideration any specific dietary needs. Children learn about how to keep themselves safe through the daily routine; for example, using equipment like knives and scissors safely and practising the emergency evacuation procedure. The children show they feel safe as they move around confidently and are able to communicate their thoughts and feelings, knowing that the staff will respond positively to them. Staff give children clear explanations of why they do things, helping them to learn that there are consequences to actions. Children are very well behaved and show care and concern for each other. They demonstrate an extremely good understanding of ground rules and expected codes of conduct, that are based on safety and respect for one another. Social skills and good manners are modelled well by staff, who consistently praise and encourage children, supporting their developing self-esteem and personal confidence.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met