

# St Josephs RC Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	206154
<b>Inspection date</b>	26/04/2010
<b>Inspector</b>	Andrew Clark
<b>Setting address</b>	Mill Hill Lane, Derby, Derbyshire, DE23 6SB
<b>Telephone number</b>	01332 372453
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

St Joseph's Roman Catholic Pre-School opened in 1989 and is run by a committee. It operates from a separate building in the grounds of St Joseph's Roman Catholic Primary School, Mill Hill Lane, Derby. The setting supports children with special educational needs and/or disabilities and those with English as an additional language. It is on the ground floor and is fully accessible. A maximum of 26 children aged from two to five may attend in any one session. There are currently 45 children on roll. Of these all are in the Early Years Foundation Stage, of which 38 are in receipt of funding for nursery education. The sessions run from 9.00am to 11.30am with a lunch club from 11.30am to 1.00pm Mondays, Tuesdays, Thursdays and Fridays and 12.30pm to 3.00pm on Wednesdays, term time only. The setting is registered by Ofsted on the Early Years Register.

There are six members of staff. The managers and over half of the remaining staff hold a level 3 qualification. A member of staff has qualified teacher status. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This is an inclusive setting where all children, including those with special educational needs and/or disabilities and English as an additional language, enjoy themselves and achieve well. It meets the needs of the early years children well. The managers lead their staff with enthusiastic professionalism and, as a result, the setting has a good capacity for further improvements.

## **What steps need to be taken to improve provision further?**

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

- improve the opportunities to promote all areas of learning through outside play
- increase children's access to learning through modern technology.

## **The effectiveness of leadership and management of the early years provision**

Leadership and management are good. The managers motivate their staff by providing clear lines of responsibility and ensuring they are well prepared for their roles. The good organisation contributes well to the children's welfare and progress. Staff are increasingly reflective and ambitious for the setting. Self-evaluation procedures are good and lead to precise and appropriate priorities for further improvement. Staff are effectively involved in monitoring and evaluating all aspects of the quality of their work. The setting gathers the views of parents and carers and children and acts upon them. The promotion of equality and diversity is

good. There are good systems to identify any barriers to children's success and staff are trained well in supporting children with special educational needs and/or disabilities. Procedures for safeguarding and to ensure all staff are suitable to work with children are good. There are good systems for the administration of medication and recording accidents and injuries. There are robust procedures to ensure children are safe at all times, whether on the premises or on visits. Parents and carers find staff very approachable and appreciate the care they show their children. The engagement with parents and carers is outstanding and has a very positive impact on children's personal development. They receive an excellent range of information that helps their children settle in quickly and make progress. There are very good relationships established with parents and carers of children with special educational needs and/or disabilities, which contributes to the good progress made. Good links with specialist support organisations and other Early Years Foundation Stage providers supports the development of policies and procedures to enrich all aspects of children's learning.

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

The managers and their staff are skilled in observing children's development regularly and identifying the next steps in their learning. This is used well to plan for the needs of children of all abilities. It provides a very strong basis for the support given to children with special educational needs and/or disabilities. The setting makes good use of bright and vibrant resources to promote all areas of learning and to motivate children. Children are independent and develop self-confidence because they are taught well to make decisions for themselves and choose their own activities. The well established roles of key workers helps children develop strong relationships with adults and extend their social skills. Many of the resources are planned to promote inquisitiveness and observation. These skills prepare children well for their future learning. The staff motivate children to tidy up carefully after they complete their tasks. Children feel safe and quickly establish secure relationships with staff which parents and carers fully appreciate. They learn how to care for others through role play and real-life experiences. The development of healthy lifestyles is good. The staff offer a good range of healthy snacks and the children are often active and understand the benefits of a healthy heart. The large and secure outdoor space is used well to develop learning, especially children's physical development. However, high quality provision in the outdoor area to regularly promote all areas of learning is not yet fully established. Staff make sure food meets children's dietary and medical needs very well. Activity songs and rhymes, often with a visiting musician, help children develop their knowledge and understanding of the world and promote language and counting skills. The setting helps children make a good positive contribution. Well planned role play and visits, such as to the school and local shops, help children develop a good understanding of the life of others and the world of work. The good quality of staffs' questions helps children deepen their learning and this stimulates their curiosity. However, some opportunities are missed to promote this further through the use of modern technology. Children from many different backgrounds play together well and the good use of attractive visual resources helps children with English as an additional language progress well. The large and

secure outdoor space is used well to develop learning, especially children's physical development. There are also attractive quiet areas for children to sit and relax.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

