

# St Joseph's Pre-School

Inspection report for early years provision

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**Inspection date** 22/04/2010  
**Inspector** Anthony Anderson

**Setting address** St Joseph's Catholic Primary School, Station Road,  
Tadcaster, North Yorkshire, LS24 9JG

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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 Pre-School was registered in 1992 and is managed by a committee of parents and community members. It operates from the parish rooms within St Joseph's Primary School in Tadcaster, near York. The setting has the use of two large rooms and occasional use of the school hall. There is also access to both the front and the rear playground areas. The setting is open Monday to Friday from 8am to 11.30am and from 12.45pm to 3.15pm during term time only. Children may also bring a packed lunch and join the lunch club which operates from 11.30am until 12.30pm each weekday.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend the setting at any one time. The setting currently takes children from two years of age and also offers care to children aged eight to 11 years who attend the out of school club part of the provision. There are currently 24 children on roll. Of these, 23 are within the Early Years Foundation Stage. The setting is in receipt of funding for early education. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are currently six members of staff, most of whom hold relevant early years qualifications. The manager is qualified at level 4, one member of staff is qualified at level 3 and one is qualified at level 2. A further member of staff is currently working towards a level 3 qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Care systems and procedures are good overall and help to support children's welfare. Staff's observations of children at play are used well to monitor and evaluate children's progress over time and to plan for their next steps of learning and development. Partnerships with parents and with other early years professionals are good and help to enhance children's development and progress. Management implements good overall systems and procedures to monitor and evaluate the performance of the setting and its capacity for further improvement is good.

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

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

- develop further and extend methods of self-evaluation in order to ensure consistent and clear identification of the setting's key strengths and areas for development
- improve the range and deployment of external play resources in order to

provide increased access to early years learning and development opportunities for children.

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

Recruitment and required vetting systems to safeguard children are fully in place and staff are appropriately qualified for their roles and responsibilities. Welfare policies and procedures, such as regarding the appropriate care given to children in the case of occasional minor accidents, are good and appropriate records are maintained. Staff are well trained and help to promote an inclusive practice for all children in order to ensure that individual needs are met. Shared celebrations of world faiths and festivals, such as a recent focus on Easter, help children to learn about diversity in the wider world. Regular and detailed observations of children at play are used well to monitor their progress and to identify and promote their next steps of development.

The setting's relationships and communication with parents are good, and the walls and display areas within the setting are effectively used to provide a wide range of helpful information. Parents are kept up to date with their child's development through regular and informal discussions with their child's key person. Well-maintained learning journey folders are made available to enable parents to monitor how much progress their child is making. A typical comment by a parent in a recent questionnaire states that this is 'a friendly well managed setting with lots of activities for children'. The setting's relationships with external agencies and other Early Years Foundation Stage providers, such as the host school, are very good and used effectively to further enhance young children's development and progress. The setting's system of self-evaluation and assessment of its own strengths is good overall but lacks clarity and consistency of focus on the areas for development.

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

The setting's management uses an effective 'on track' monitoring system to measure each child's progress over time or identify areas for development and support. Most activities are child led and this contributes to their enjoyment; for example, in the way children dress up and join in role-play activities. Staff are trained to observe children at play and to use the information gained to create learning journey files and to plan for their next steps of development. This information is frequently shared with parents, who say that they very much appreciate being made to feel part of the setting's ongoing development.

Frequent visits are made to the setting by representatives of the local emergency services, such as police and fire personnel, and this helps children to feel safe and secure. Children are aware of the setting's rules and the frequent risk assessments of the site and equipment undertaken by staff help to support their feelings of safety. Healthy eating is strongly promoted and parents are encouraged to supply

pieces of fruit or vegetables for children to sample during snack time. Lunch times are treated as social occasions as children enjoy the healthy packed lunch provided by their parents. A developing sense of independence is encouraged as children are taught how to serve themselves with a drink of water and how to self-register using their name card and a large red letter box. Healthy lifestyles are additionally promoted through frequent opportunities to play outside. For example, children have lots of fun as they pedal toy cars and push prams or mini-wheelbarrows around one of the external play areas. Outside play facilities are utilised well by children to enhance their physical and creative skills. However, the external range and deployment of resources does not sufficiently allow children full access to the six areas of early years learning.

Children demonstrate positive attitudes and behaviour and this reflects the consistent encouragement and support provided by staff. All children are treated as unique individuals who are valued and respected in this inclusive setting. Examples of children's achievements through play are celebrated in their individual learning journey files and around the setting's walls. Staff make good use of praise to boost self-esteem and to promote confidence. As a result of the dedication of staff and the wide range of support they provide, children make good progress towards their learning of future skills.

## 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	3
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

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### 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

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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

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