



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

URN 400441

**DfES Number:** 530603

### **INSPECTION DETAILS**

Inspection Date      15/03/2004  
Inspector Name      Sandra Jean Russell

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      St Joseph's Pre-school  
Setting Address      Station Road  
                         Tadcaster  
                         North Yorkshire  
                         LS24 9JG

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Pauline Bollington

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

St Joseph's Pre-school operates in the Parish Rooms in St Joseph's School in Tadcaster. They have sole use of the accommodation. The group's close working relationship with the school facilitates easy transition for those children who move on to the school.

The pre-school has the use of two large rooms and occasional use of the school hall. Toilets are shared with the school and children are escorted, when using them. There is access to a rear playground and front play area, both of which provide suitable outdoor play space.

Sessions run Monday to Friday, term time only, from 8.50 to 11.30. Children may remain for the lunch club until 12.30, when they are asked to bring a packed lunch.

Three full time staff members are in attendance. The person in charge of the day care is a qualified teacher. Two staff members hold a current first aid certificate.

The group is in receipt of educational funding for three and four year old children. At the time of inspection six 3-year olds and two 4-year olds were attending. Systems are in place to support children with special educational needs. No children attend for whom English is an additional language, but systems are in place if they should do so.

### How good is the Day Care?

St Joseph's Pre-school provides good quality care for children. The premises are clean, well maintained and offer a bright, welcoming atmosphere to children. The clear routines and individual attention, by the friendly staff, ensure that the children feel secure and at ease. Most areas of safety are addressed.

There is a very good range of toys and equipment that provide children with opportunities to learn through their play. The activities provided, help children progress and play imaginatively. The well defined play areas ensure that children

are able to access the individual play opportunities easily. Behaviour is managed very well. Although some children have yet to master the concept of sharing, staff ensure that they are taught to take turns.

Clear policies and procedures ensure the smooth operation of the group and most documentation is in order. Relationships with parents are good. Ongoing verbal communications ensure that they are kept up to date with their child's progress.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- The children are involved in a wide range of structured and free-play activities, such as craft work, construction, role play and counting games, that enable them to make progress through the different areas of development and learning.
- Toys and equipment provide the children with interesting and stimulating fun activities. A home-made cardboard box fire engine provides endless imaginative role play ideas, whilst the home corner doubles as a hair dressing salon and a bingo game enables children to grasp the concept of number through a fun activity.
- The easy access that children have to their play resources, helps them develop confidence and independence.
- Behaviour is managed well. Staff ensure that the children are taught to take turns, share and have respect for each other, fostering their social development. Through songs and rhymes they are encouraged to learn manners.

#### **What needs to be improved?**

- the safety of children, by ensuring that parents are aware of procedures when leaving their children and by ensuring refrigerator temperatures are monitored
- the documentation, by ensuring that records show which staff are present.

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure records show which staff are present.
6	Ensure parents are aware of procedures for safety when leaving their children.
7	Ensure that milk and packed lunches are stored safely, at the appropriate temperatures.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

St Joseph's Pre-school provides a bright and welcoming environment where children make generally good progress towards the early learning goals. Progress made in personal, social and emotional development and knowledge and understanding of the world is very good. Children make generally good progress in communication, language and literacy, mathematical, physical and creative development.

The quality of teaching is generally good. Very good, trusting relationships between staff and children are apparent. Children approach staff with confidence. Staff plan a comprehensive, clear and well organised range of activities and offer good support to children as they engage in play. Any minor incidents of unacceptable behaviour are very well managed by staff.

Over the staff group as a whole, there are some weaknesses in the knowledge of the foundation stage curriculum. This, and some missed opportunities to extend learning results in some minor weaknesses in the progress made by children in some areas of learning.

The leadership and management is generally good. Staff work well as a team, are aware of their roles and implement the advice of outside support agencies. Children with special educational needs are well supported in the group. The management work hard to ensure the on-going improvement of the group and have identified some areas in need of development.

The partnership with parents and carers is very good. Parents find staff friendly, approachable and caring. They have access to good information about the foundation stage curriculum and are kept well informed through the sharing of information at the end of the session. Parents are encouraged to be involved in their child's learning by, for example, bringing in items for the sounds table. They are very happy with the educational progress their children make.

### What is being done well?

- Staff give a high priority to personal, social, and emotional development. Relationships between children and staff are very good, and children's behaviour is managed very well.
- Children show good imagination in play, they develop a sequence of events and are fully engrossed when, for example, going in their fire engine to a fire on the A1.
- Children develop an appropriate sense of time by looking at a sequence of photographs about their morning in the playgroup, singing about the days of the week and thinking about Mother's Day coming up as they make a card.
- Staff develop very good relationships with parents and carers. Parents find

staff approachable, friendly and caring. They have access to good information displayed within the entrance area and around the room about the foundation stage curriculum.

#### **What needs to be improved?**

- the knowledge of all of the staff group of the foundation stage curriculum , including the stepping stones leading to the early learning goals
- the opportunities for children to develop their creative skills through exploration and the self selection of materials
- the opportunities for children to develop their skills using small equipment

#### **What has improved since the last inspection?**

The pre-school have made generally good progress since the last inspection. Children are now offered a good balance of active learning and adult led activities and have planned opportunities to link sounds with letters and words. There are still, however, weaknesses in the evaluation and implementation of staff development needs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and eager to learn. Many concentrate and persevere with their chosen tasks for some time, for example, when playing with the fire engine, or in the water tray. They confidently select resources in the mark making area and when constructing a train track. Children are developing good relationships with their peers and are becoming increasingly independent in their attempts to manage every day tasks, for example putting on coats.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Many children speak clearly and confidently. They listen attentively as a group to a big book at story time. Children use language in role play situations very well, for example, when going to fight a fire. Many children handle books carefully and correctly and are starting to identify their names and letter sounds in their names. They are not always sufficiently challenged due to some missed learning opportunities, for example, to routinely attempt to write their own names.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children enjoy counting as a group at story time. Many match and recognise some numbers under ten. They understand and use positional language well when playing with the farm. They recognise and name some basic shapes and use simple mathematical language correctly when playing in the water. However, children are not sufficiently encouraged to develop their skills in solving simple number problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy using information, communication and technology equipment, for example the computer, mobile phone and till, and are developing good technology skills. There are appropriate opportunities for children to become aware of the passage of time, when singing about the days of the week, or looking at the time-line photographs of their morning at the pre-school. They explore sand and water with interest and learn about the weather and seasons through daily discussions.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have planned opportunities to develop increasing awareness of health and good hygiene through, for example, tasting fruit, hand washing or brushing teeth. They show good control when using glue sticks, pouring water and constructing. Children move confidently around the room and negotiate space well. However, skills in using small equipment are not effectively developed due to some missed learning opportunities, and limited resources.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy singing simple songs and rhymes and have many planned opportunities to explore colour and form when mixing paints or making flowers for a Mother's Day card. Children use their imagination very well when going to a fire or playing in the hairdressers and have a good range of resources to support their play. There are, however, limited opportunities to develop their creative skills through exploration and the self-selection of materials.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Key Issues
- improve the knowledge of all of the staff group of the foundation stage curriculum, including the stepping stones leading to the early learning goals
- provide more opportunities for children to explore and express themselves creatively through self-selection from a wide range of materials.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*