



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106222

DfES Number: 515338

INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Christine Slaney

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Josephs Pre-School Unit
Setting Address	St Josephs RC Primary School Coombeshead Road Newton Abbot Devon TQ12 1PT

REGISTERED PROVIDER DETAILS

Name	The Committee of St Josephs Pre School Unit
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ORGANISATION DETAILS

Name	St Josephs Pre School Unit
Address	Coombeshead Road Newton Abbot Devon TQ12 1PT

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 is located at St Joseph Catholic Primary School in the Market Town of Newton Abbot. The pre-school serves the surrounding town and areas. It operates from a classroom and has access to toilets and two fully enclosed outdoor areas.

St Joseph's Pre-school is self-funding and run by a management committee. They are responsible for all aspects of day-to-day running including finance and policy matters. The committee is made up of voluntary parents whose children currently attend the pre-school school and representatives of the school.

The pre-school is registered to provide 16 places for children aged between three and five years. There are currently 36 on roll who are all funded three- and four-years-olds. Children attend a variety of sessions each week and the pre-school supports children who have special educational needs. There are no children for whom English is not their first language.

The pre-school school opens Monday to Friday term time only. Sessions last from 09:00-12:00 and 13:00- 15:30.

Four staff members work part time with the children. There is a pre-school manager who coordinates sessions and she liaises with the head teacher. Some sessions, are managed by the deputy manager. The pre-school also provides placements for students studying for a childcare qualification. The setting benefit from strong links with the school. The pre-school children participate in numerous school activities and work closely with the reception class.

How good is the Day Care?

St Joseph Pre-school provides good care for children. The environment is safe and provides good space. Staff work very hard to ensure everyone feels welcome, including displaying many good examples of children's own work. There are clear

routines that help children feel secure.

The organisation of care is good and there is a well-qualified staff team. Overall there are effective policies and procedures which work in practice. For example, children spontaneously use stair rails when moving around the building. However, some policies, like the uncollected children policy, lack some detail. Planning is completed as a staff team and there is a very good range of well-planned activities, toys and equipment, which are age, appropriate. Consequently children's behaviour is very good.

The pre-school takes positive steps to ensure children are safe, for example, visitors are requested to sign in and also a check list of expected adults is used at dinnertime sessions. Practical steps are taken to prevent the spread of infection and promote personal hygiene. There are good arrangements for the provision of drinks. Staff have a very good understanding of special needs, equal opportunities and child protection.

The pre-school enjoys a very good partnership with parents. A very useful welcome pack is shared with parents at admission and an open afternoon is arranged with senior staff before children start. Time is used very well at the end of the day to discuss the children's day and progress.

What has improved since the last inspection?

Not applicable

What is being done well?

- The organisation of care is good and policies like health and safety work well in practice. For example, children spontaneously use stair handrails when moving around the building.
- Planning is completed as a staff team. There is a very good range of well-planned activities toys and equipment that are age appropriate and provide challenges to promote development.
- Staff are positive roles models. They use good strategies to promote good behaviour and as a consequence children are very well behaved and show great care and concern for others.
- The partnership with parents is very good. Informal and formal systems are used to keep parents informed their children's progress

What needs to be improved?

- the uncollected children policy to enable parents to clearly understand the procedure

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
14	Make the uncollected children's procedure clear to parents.

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 effective quality nursery education which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff manage children very well and have good relationships with them. Planning is completed as a team consequently staff plan interesting activities and understand what children learn from them. Daily plans are used effectively to support the less experienced members of staff. The setting organise the indoor space well. The outdoor space is also used well to promote children's physical skills and has been correctly identified as an area which may benefit from further development. Access to resources enables all children to further promote independence.

Staff give children a good level of support and those children with special educational needs are supported very well. Staff interact effectively with children and are positive role models. They are particularly effective in questioning, which encourages children to think and talk about what they are doing. As a consequence children's language is developing very well. Group activities for children are effective.

Staff assess children's learning against the stepping stones and use this information to plan what children should do next.

The leadership and management of the pre-school are very good. The management team have been effective in developing a committed staff team who work very well together. Senior staff regularly monitor staff development through appraisals and working alongside staff. Staff also work closely with other professionals to further improve the educational programme; for example, they have very strong links with the reception school teacher. The pre-school is effective in developing both informal and formal systems to communicate with parents these include open afternoons and daily contact books. As a consequence the partnership with parents is very good.

What is being done well?

- Children are well behaved and staff are very good role models. Consequently children are making very good progress in all areas of learning.
- Staff interact effectively with children. They are particularly effective in questioning, which encourages children to think and talk about what they are doing very well. As a consequence children's language is developing very well.
- The senior management team and staff are committed to improvement. As a consequence they are developing very good relationships with other

professionals; for example, the school reception teacher. There are good systems to monitor staff development.

- Staff and parents enjoy very good relationships. There are good systems for communicating with parents; for example, learning objectives for sessions are displayed at open evenings.

What needs to be improved?

- the outside environment to provide an extension to the learning environment.

What has improved since the last inspection?

Very good progress has been made in tackling the key issues identified in the previous inspection. These required the pre-school to develop plans so that they linked more effectively with the assessment progress along the stepping stones. Plans now effectively link to the stepping stones and as a consequence children are making very good progress in all areas of learning. The pre-school was also required to look at the out door play equipment, to access a wider variety to further develop play. Equipment has been reviewed and children are now making very good progress. They are continuing to develop this area further.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's confidence and self-esteem are effectively supported well by staff who understand children's needs well. Children are encouraged to be independent and they persevere with some tasks well. They self select resources for themselves and take care of their own needs; for example, washing hands. Children's behaviour is good. They are caring and supportive of each other; for example, they assist others with dressing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers. Staff are particularly effective at questioning, which encourages children to think and talk about what they are doing. Children listen to stories and enjoy sharing books with each other and familiar adults. The attractive displays ensure children notice clearly labelled displays. Children recognise their names and some are beginning to write correctly with well-formed letters. Role-play provides good opportunities to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to help them count to 10 and to recognise shapes, colour and size. This is reinforced through everyday routines like snack time. Children follow themed activities that introduce and reinforce an understanding of basic shapes and their names. Staff are skilful at questioning and this helps children solve simple mathematical solutions, for example, sharing a burger by cutting it in half.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have many opportunities to explore, investigate and find out about features resulting in many examples of children's observational paintings. Children make careful models from construction sets. They collect leaves and enjoy looking at the natural changes in colour. They use information communication technology effectively and participate in some appropriately themed activities that introduce them to different cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move safely and confidently around their available space, both in and out of doors. They balance around the edge of hoops and manoeuvre around each other skilfully. Staff support and encourage new skills and good recognition of body changes after exercise. Children are taught to handle and control small objects, for example, they successfully cut up apples. Consequently children are developing good control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to explore colour, texture and form using a variety of media. Role-play activities are regularly changed and linked to themes consequently children use their imaginations well to pretend to be, for example, doctors and patients. Children draw freely and make good representational pictures of living things through, for example, painting flowers. Plans show children also have opportunities to enjoy music and make different sounds.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, consideration should be given to improving the following:
- further develop the outside environment to provide an extension to the learning environment.

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.