

St Joseph's Little Scholars

Inspection report for early years provision

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Inspection date

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Little Scholars is a privately owned and managed setting. It was registered in 2006 and operates from a building standing in its own grounds with two classrooms, media room, library, gymnasium, veranda and music room. It is situated in the town of Chesterfield, Derbyshire. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting serves the local area and is registered for 60 children. There are currently 40 children on roll. The setting provides funded early education for three and four year olds.

The setting is open five days a week from 8am until 5.30pm in term time only. All children share access to secure outdoor play areas. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are a team of 14 staff of whom all have relevant childcare qualifications. The manager has a degree qualification. The setting is supported by the local early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an exceptionally safe and stimulating environment where staff value each child's individuality. Children's progress is outstanding in all six areas of learning because staff provide exciting and challenging learning opportunities for all children. Excellent partnerships are established and maintained with the parents, who are valued highly by staff, as the children's primary carers. Meticulous attention is given to self-evaluation, with staff, parents and children all fully involved in the process. This collaborative approach ensures continuous improvement and provides a service that is highly receptive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- supporting further children's growing independence as they do things for themselves, such as self-serving their own meals.

The effectiveness of leadership and management of the early years provision

The highest priority is given to safeguarding children. All staff have an excellent understanding of how to keep children safe. Staff have comprehensive knowledge on safeguarding issues and an exceptional level of commitment to promoting

children's safety. For example, all staff have attended external safeguarding training. There are robust safeguarding policies and procedures in place and staff are aware of their roles and responsibilities. All staff have had enhanced background checks and are suitable to work with children. This means that children are exceptionally safe and secure while in the setting. The setting has detailed risk assessments for the premises and outings. This means that children can move around the setting safely and freely and that children are consistently safe when off the setting's premises.

The high level of knowledge and understanding that staff demonstrate with regard to learning and development enables a stimulating and exciting learning environment to be created which reflects each child's individual age and stage of development. This means that children are treated as individuals and their needs are planned for with precision. All staff and parents are aware of the settings strengths and areas for development. They are always looking for ways to enhance the provision and do this as a team. This creates a strong ethos to continuous development which staff are all very proud of. The staff team have addressed previous recommendations promptly and effectively. For example, staff plan for children's individual learning and developmental needs and plan their next steps with precision. This enables staff to identify children's interests and keep children motivated to learn new skills. The staff set realistic targets as a team, which they thrive on accomplishing.

Partnerships with parents, carers and other provisions are exemplary and this is shown through well-established channels of communication. For example parents attend 'Extravaganza' events that are focused on specific areas of learning where staff share their knowledge with parents and support them in deepening their understanding of children's learning and development. Parents are kept informed of what is happening in the setting through verbal communication, newsletters, information boards and by there being regular informal meeting opportunities with staff. This means that information is regularly shared and parents and carers are heavily involved in the decision-making process on key matters. Strong partnerships have been formed between the setting, parents, carers and other providers and as a consequence all parties are very well informed about all aspects of children's learning and development.

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

Staff are extremely knowledgeable about the Early Years Foundation Stage and plan individually for each child. This means that all children make excellent progress towards the early learning goals in all six areas of learning. Staff regularly observe children and plan meticulously to ensure children reach their full potential in relation to their starting points. All children show an exceptionally strong sense of belonging in the setting. For example, at morning circle time the children engage in discussion about the days of the week and discuss what they are going to do during the day. Children demonstrate a high level of maturity taking responsibility for their own safety. For example, children access the workshop

outside where they select pieces of wood and construct transport models using hammers and nails. They demonstrate an extremely high level of understanding of how to stay safe because staff explain boundaries clearly. This shows children are showing a mature response to taking responsibility for their own and other's safety.

Children are extremely settled and eager to explore learning opportunities and their surroundings. They do this independently by self-selecting resources as well as accessing learning opportunities that have been set up by staff. Children are exceptionally confident and demonstrate high levels of self-esteem. For example, children take it in turns to serenade their peers who are playing in the outdoor beach hut with a guitar.

All children show an exceptional understanding of the importance of following a healthy lifestyle. For example, children discuss healthy and unhealthy foods prior to snack time and they know that healthy food is good for their bodies. Staff are positive role models at meal times, for example, they sit with the children and eat the same food, however, children's independence is not fully extended as they do not self serve their own meals. Children have ownership of their health and well-being. For example, children have access to a vast range of resources to promote physical development including a gymnasium and veranda with climbing and balancing equipment. Children understand the importance of exercise and discuss the effects of exercise including how the heart speeds up and that they may be thirsty and tired after following their daily exercise routine. Staff promote excellent hygiene practices which children fully understand and follow at all times through regularly washing hands.

Children demonstrate an excellent understanding of environmental issues. For example they access compost bins for their food waste and recycle packaging in their classroom coloured recycling boxes. Staff promote caring for the environment and celebrate World Environment Day. This means that children are developing an awareness about making their environment sustainable. Staff promote explorative play with sustainable materials, including collecting leaves, conkers and seeds from the local area which children touch, discuss and use to create individual artwork. This promotes children's understanding of the world and the importance of green issues.

Staff observe all children regularly and plan their next steps. This ensures that all children's needs are catered for and that activities and learning opportunities consistently provide children with challenges and new experiences. For example, children can access the setting's extensively resourced library where they choose books and take them home to read. Children also have the opportunity to access the information communication technology room where they can learn new skills using computers, cameras and the smartboard.

Children behave exceptionally well and show respect for their peers. For instance, children share resources and demonstrate excellent co-operative skills when filling containers in the sandpit and discuss as a group how full they are. Children's behaviour is exemplary and they show an excellent awareness of their responsibilities within the setting. Children respect themselves and others. This is

promoted by all staff who provide an extensive array of books, jigsaws, role-play clothes and who share their extensive knowledge with the children to develop their understanding of diversity.

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

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|--|---|
| 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

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

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