

St Josephs Pre School

Inspection report for early years provision

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Inspector

Carol Warrant

Setting address

St. Josephs Catholic Primary School, Front Street,
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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 Josephs Pre School is run by a committee and has charitable status. It has been registered since 2001. The setting operates from a self-contained building with its own entrance, large playroom, toilet and changing facilities and secure outdoor area. It is situated in the grounds of St. Joseph's Catholic Primary School in Nympsfield, near Stonehouse in Gloucestershire. Children can use the school hall, playground and field. The setting is open term time only on Monday, Tuesday and Friday 9am-1pm, Thursday 9am-3pm, and is closed on Wednesdays. The setting may care for no more than 15 children in the early years age group at any one time. Of these, none may be under two years at any one time. There are currently 21 children on roll, of whom 17 receive funding for free early years' education. The setting supports children with special educational needs and/or disabilities. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Two staff work with the children. The manager has a degree in Early Years Education and the deputy manager holds a National Vocational Qualification (NVQ) at level 4 in Early Years Care and Education. Staff have also attended first aid and child protection training. The setting is supported by a Foundation Stage Consultant from the local Early Years Development and Childcare Partnership and the Area Special Educational Needs Co-coordinator. Parents provide support at sessions on a rota basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children behave very well and make good progress in most areas of learning because staff value their individual needs and interests, ensuring they are all included in an engaging range of activities. Partnerships with parents and carers, the host school and outside agencies are good and information is shared effectively. Staff are very skilled at increasing children's understanding of healthy eating and making safe choices. The manager, staff and committee have a good knowledge of where their strengths and areas for development lie. Consequently, there is a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to investigate and solve problems outside
- improve children's awareness of diversity and the wider world by enhancing provision for multicultural awareness and understanding.

The effectiveness of leadership and management of the early years provision

Safeguarding children is promoted well because staff implement fully the comprehensive policies and procedures. Since the last inspection the setting has moved into purpose-built premises with their own entrance, toilet, changing facilities and outside area. The premises are secure, and risk assessments are carried out regularly to ensure the indoor and outdoor environments are kept safe. Staff, parents and carers are familiar with the procedures for the collection of children, and staff are deployed very effectively. Robust recruitment and vetting procedures ensure that adults working with or having contact with the children are suitable. Children access a wide range of well-maintained resources in most areas, although multicultural resources to reflect the wider world are limited.

Leadership and management are good. The manager and parents' committee demonstrate strong ambition and drive. Their discussions about future developments are based on their reflections of what the setting does well and what would make it better. Staff meet with the committee to discuss planning, assessment and the areas identified for improvement. Currently, the outside area does not provide enough challenge for children to investigate and solve problems, and this has a negative impact on the development of these skills. Equality and diversity are promoted well. All children are involved in the daily routines and activities. Staff have high expectations of what children can achieve. Activities are regularly monitored and children make good progress because they are set challenging targets that are tailored carefully to their needs. Good self-evaluation processes ensure that improvements have a significant positive impact on the children's experiences and their outcomes.

Engagement with parents and carers is good. They are kept fully informed about their children's achievements and their progress. Staff share children's 'learning journey' books with their families on a regular basis. These are always available for parents and carers to view. Parents and carers receive very clear information through informal discussions, newsletters, and the parents' notice board. They say that staff are very caring and approachable, and their children enjoy themselves in the bright, stimulating environment. Parents and carers are very supportive of special events, such as the planned trip to the seaside, outings in the local area and fundraising activities. The good links with the host school ensure that children experience a smooth transition into full-time education. Staff liaise extremely well with the host school, and children benefit from the use of the field, the playground and the school hall for regular physical activities. There are also good partnerships with outside agencies that help staff to support the needs of the children.

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

Children benefit from thoughtfully organised activities that enable them to achieve well. Staff value children's ideas and interests and include them when planning and arranging activities. They regularly monitor the children's achievements and

progress and skilfully use assessment information to help children take part in increasingly challenging tasks. Themes, such as the 'Olympics' and 'Day and Night', enrich and enhance their experiences. Children's behaviour is good because staff are excellent role models and they provide a consistent, positive approach to behaviour management. Children show respect for others and willingly share their toys and resources. They respond very well to attention from adults and develop high levels of confidence and self-esteem. This allows them to be independent in their choice of activities and respectful of the rules surrounding them. Staff treat all children fairly and equally. Children gained an appreciation of the wider world through activities linked to the theme of the 'Commonwealth'. However, staff do not fully promote children's understanding of diversity in the world around them.

Children develop a good understanding of keeping themselves healthy. They learn to make healthy choices, and understand the importance of taking exercise and washing their hands before snack time after being outside. Their physical skills are developed well as they balance on apparatus and ride their wheeled toys. Regular time in the school hall is enjoyed by all. Children are enthusiastic about having a large space to join in games such as 'BEANS'. They also make up their own throwing-and-catching games with bean bags, quoits and cones. Children show they feel very safe and secure by their confidence and enjoyment at the setting. Staff help them to develop a good understanding of keeping themselves and others safe by reinforcing the reasons for walking on the way to the school hall and teaching them how to use space and equipment safely so as not to hurt others.

Children are keen to come to the setting and respond well to the care and support they are given. Their communication, language and literacy skills are developed well through their work learning the sounds letters make. Most children can count to twenty and beyond by the time they leave the setting and recognise two-dimensional shapes, numerals and colours in the indoor and outdoor environments. They have fewer opportunities to investigate and solve problems when playing outside. Creativity is developed well through activities such as printing patterns and making and repeating sound patterns with musical instruments. Children count the number of chairs and plates needed for snack time and understand one more and one less. They use simple applications on the computer. Children enjoy role play in the home corner, and cooperate well as they fill containers with rice and lentils and share books in the tent outside. Activities like these develop children's confidence and motivation to learn. Children eagerly study the tadpoles that are turning into frogs and benefit from walks in the local area. Overall, children are prepared well for future learning experiences and full-time education.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

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 | 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 |
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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 | 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