

St Josephs Preschool Nursery

St Joseph's Parish Centre, Hind Hill Street, HEYWOOD, Lancashire, OL10 1AQ

Inspection date	19/09/2013
Previous inspection date	15/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The key person system is well established. Practitioners are loving, sensitive and attentive to children's individual needs and know them well. As a result, children feel very safe and secure and are happy.
- Children are welcomed into a bright and colourful motivating learning environment, both indoors and outdoors, which offers a range of stimulating resources. As a result, children take an active interest in their surroundings and engage happily in their chosen activities.
- Children's safety is given the highest priority. All practitioners demonstrate a thorough knowledge and understanding of comprehensive policies and procedures, which are implemented effectively and consistently in all areas of practice.
- Thorough self-evaluation procedures lead to improvements, which are well targeted and all practitioners demonstrate high aspirations for continuous quality of care, resulting in better learning for children.

It is not yet outstanding because

- The ways in which high-quality practice can be shared across the nursery through peer observation and reflection have not yet been fully explored.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children during adult-led and child-initiated opportunities presented in the two playrooms and the outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector carried out a joint observation of a teaching and learning activity with the manager.
- The inspector took account of the views of parents and carers spoken to on the day and information included in parent questionnaires.
- The inspector met with the provider and manager of the nursery and checked recruitment and selection procedures, evidence of suitability and qualifications of practitioners working with the children, risk assessment procedures and discussed the self-evaluation and improvement plan.

Inspector

Marina Anna Howarth

Full Report

Information about the setting

St Josephs Preschool was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a local community centre on the outskirts of Heywood, a suburb of Rochdale and is owned by a private individual. The nursery serves the local area and is accessible to all children. Children are cared for in two playrooms and have access to a large hall. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday from 8am until 4pm, during term time and operates a holiday club during the school holidays from 8am until 4pm. It is closed for two weeks at Christmas. Children attend for a variety of sessions. The nursery supports children, who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 66 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

There are a total of nine childcare practitioners; of these five hold appropriate early years qualifications at level 2 and 3. The remaining practitioners are working towards level 2 and 3. The nursery currently receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the ways in which high-quality practice is shared across the nursery. For example, by embedding the use of peer observations and reflecting on them to bring about improvements for the children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are greeted by friendly, caring practitioners; they arrive at the nursery, happy, confident and full of enthusiasm. They make independent choices from the wide range of toys and equipment and are provided with lots of opportunities to instigate their own play. For example, pre-school children help themselves to containers and magnifying glasses and proceed to explore their environment. They collect twigs and leaves and study the detail of leaf veins highlighted by their magnifying glass. They explore objects of interest, such as large shells, cones and bark displayed within easy reach. They discover lifecycles as they create caterpillar habitats and watch the process of transformation over a period

of time.

Toddlers help to prepare pizzas and carefully spread tomato puree over bread and creatively arrange their ingredients on top. They role play dressing dolls and make marks using large chunky chalks. All children are provided with a range of interesting and challenging experiences that meet their needs, as all practitioners demonstrate a good understanding of how to engage and capture the children's interests. Pre-school children develop their understanding of mathematical language as they play with wet sand. They discover when their container is empty the weight is 'light' and becomes 'heavy' when filled with sand. They are encouraged by practitioners to talk about shapes they see in the nursery environment, such as round wheels on cars and square and rectangular bricks. They learn about colours through visual displays, sorting activities and experimenting with paint. They discover the concept of big and small as they use magnifying glasses to explore.

Practitioners are deployed well and use their time effectively to support children in their learning. They observe and assess aspects of children's development and learning regularly. They draw on these detailed assessments in planning what children need to learn next. Practitioners work closely with parents during the settling-in period, obtaining detailed information to establish what children can already do and define their initial targets and link them to the Early Years Foundation Stage. As a result, the methods used to assess the children are good. Regular progress reports are shared with parents, with identified targets to support children's progress, along with a variety of observations and photographs, which illustrate that they engage in a broad range of activities. Parents are provided with daily opportunities to contribute information about what their children are doing at home. This enables them to understand how to support their children's learning and share ideas.

Teaching techniques are consistently strong across the provision, resulting in all children being effectively supported to acquire the skills they need and the capacity to learn and develop effectively. They are enthusiastic learners and are provided with a wide range of opportunities to experience a balanced variety of adult-led and child-initiated activities. For example, children are encouraged to follow their own ideas and thinking. Pre-school children use their imagination as they play in the home-corner and make 'cup cakes'. They eagerly use an assortment of equipment to prepare their cakes. They excitedly explain what ingredients they need in response to practitioners questions. They gather items stating that they have 'sugar, flour, milk and carrots' as they exclaim they are also making 'carrot cake'. They learn to take turns and work cooperatively as one child sets the table and another collects pans. They happily engage practitioners and respond to questions enthusiastically. They are encouraged to learn together and problem-solve and confidently tell practitioners what to do. They demonstrate good concentration skills as they become absorbed in their task and clearly enjoy the interaction with practitioners.

Practitioners are good at developing children's language. They value what children say, introduce them to new vocabulary and encourage them to listen to others. Children are keen to communicate with practitioners, either through signs, gestures or talk. They listen to stories, enjoy sharing books and enthusiastically act out familiar stories. They are encouraged to notice the wealth of print displayed around the nursery on signs, captions

and posters. Children are supported well to recognise their first names and are encouraged to write these correctly with well-formed letters. Toddlers are provided with a variety of opportunities to make marks in various media using their fingers, hands, brushes and chunky crayons and chinks. Practitioners work closely with parents, who speak English as an additional language, and use familiar words spoken at home to promote communication and understanding, providing the children with a strong sense of belonging. All children are encouraged to join in the use of phonics to promote their understanding of sounds and letters. They participate in listening activities where they walk around the environment and listen to and identify different sounds. Children excitedly identify the sound of the rain exclaiming it goes 'drip-drop' and 'splash.'

The contribution of the early years provision to the well-being of children

Children are greeted by caring, friendly practitioners and are keen to participate in activities provided, as soon as they arrive. The whole nursery is organised effectively and imaginatively to create an interesting learning environment. Low-level storage units are attractively labelled and located within easy reach, enabling children of all ages to make independent choices. Colourful mobiles hang from ceilings. Walls are adorned with displays of children's artwork, celebrating their achievements and promoting their sense of belonging within the nursery. Toddlers excitedly point to mobiles, which attract their interest and three dimensional displays provide visual images of routines of the day. As a result, children understand and develop confidence with what is going to happen and when, such as snack time and nappy changing.

The outdoor area is used very well to promote children's physical skills and their understanding of the natural world. This provides children with different learning experiences than when indoors. A wide selection of good quality toys and resources are suitable for their age and stage of development. This enables children to express themselves creatively, use their imagination and play an active role in their learning. An established key person system ensures that all children form secure emotional attachments. Effective settling-in procedures and close liaison with parents ensure that every child's care is tailored to meet their individual needs. A key person is assigned during the induction period, providing every child and family with the opportunity to have a 'special' relationship with one practitioner. This provides parents with a familiar person with whom they can discuss their child's care. Practitioners use detailed information gathered from parents to establish what children can do and define initial targets linked to the Early Years Foundation Stage. As a result, practitioners know children well and are able to meet their individual needs effectively. Practitioners are loving and affectionate and delight in children's achievements, embracing them with cuddles and praise, which promotes children's personal, social and emotional development and self-esteem.

Children, who have recently started the nursery are comforted by practitioners as they arrive and are able to keep their comforters close at hand for further reassurance. This enables them to settle quickly and develop their confidence, as they engage in activities provided and develop their future skills for learning. Sensitive support is provided for children when they move into the pre-school room. This is given through initial visits with their existing key person. Opportunities are provided for children throughout the day to

spend time in different areas of the nursery. As a result, children become confident and familiar with their surroundings, form relationships with their peers and become familiar with all practitioners. Children, who have recently moved into the pre-school room demonstrate high levels of confidence and enjoy quality time they spend with their key person and participate in activities with their key group. They eagerly engage in circle time, where they sing songs and play interactive games and form relationships with each other. Children are encouraged to be independent and to persist with difficult tasks, such as developing their skills using scissors. They choose between activities, select resources for themselves and take care of their personal needs, such as dressing themselves and washing their hands.

Children with special educational needs and/or disabilities are included in all activities. Practitioners find out all they can about children's specific needs. They work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from the activities provided. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals. They access a wide range of toys and resources that reflect diversity, which enables them to respect each other's differences. They participate in fund raising activities where they learn about consideration for others.

Children learn about healthy lifestyles as they are provided with daily opportunities to play outdoors in different weather conditions. They understand they need to wrap up warm when it is cold and practitioners set challenges to develop their physical skills. They balance, manoeuvre tricycles around obstacles and practitioners are on hand to give support and encourage new skills. For example, children participate in team games as they develop their co-ordination skills doing the 'hoola hoop' challenge and carry eggs carefully during an egg and spoon race. Children engage in a variety of activities that develop their skills in handling small objects. They pick up sand with assorted scoops and handle pencils, brushes and cutlery with increasing control. They are offered a wide range of healthy snacks supported by explanations by practitioners, explaining which foods are healthy for them. They develop their independence skills as they help to set the table, spread their own toast and prepare a variety of fresh fruit. They engage eagerly in tidy up time, showing their familiarity with routines and taking care of their environment.

Quiet areas provide all children with space and time to relax and engage in quieter activities. This gives them time to reflect and wind down before they embark on new experiences. Children learn about managing risks and staying safe. For example, while getting ready to go for lunch, they are aware they must make a line at the door and not run or push each other. Visits from the Fire Service help them to learn about fire safety, along with regular fire drills conducted at the nursery. They participate in role play where they learn about road safety, which is reinforced during visits into the local community. Children behave well. They are taught to share and take turns and to be polite and considerate to others. Practitioners' calm and polite manner sets a very good example for children. They use effective strategies to promote good behaviour. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Children are provided with opportunities to explore feelings through the use of books, puppets and discussions. This helps them to understand that it is okay

to feel different emotions. They are acknowledged for their good behaviour and achievements through praise and recognition and proudly show off their reward stickers.

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

The leadership and management of the nursery are good. The management team and provider have been particularly effective in developing a committed staff team who work very well together within all aspects of their work. All practitioners fulfil their commitment to provide high-quality care and education for all children and are continually seeking ways to improve and develop the service they offer. They recognise that self-evaluation is the key to continuous improvement and rigorously monitor and assess their nursery practice and children's progress. They know their strengths and weaknesses and act upon their evaluations to make improvements. They set clear and realistic targets and evaluate the actions taken based on the impact on children's well-being and learning. For example, planning systems have been enhanced to ensure that they cover all areas of learning in depth and breadth both indoors and outdoors, as well as effectively reflecting children's interests. Children's views are valued through discussions, simple questionnaires and information gathered from observations made by practitioners.

The nursery maintains a partnership with early years support from the local authority, in order to develop its service further. It participates in the local authority quality scheme and uses this extensively as part of the evaluation process, to further develop the nursery. Very good progress has been made since the last inspection. Practitioners have introduced a number of effective measures to improve the way in which they support children's learning and enhanced their behaviour management strategies, which were raised as key issues in the previous inspection report. This demonstrates a good commitment towards continuous improvement, in order to promote children's care and learning.

The nursery works very well with parents to support children's learning. Parents feel a strong sense of partnership based on mutual trust and confidence in practitioners and the nursery as a whole. Information about the nursery is of good quality and accessible to all parents. Parents and practitioners value the successful settling-in procedure and the ongoing two-way sharing of observations and assessments of children's interests, play and learning, which inform planning for next steps in learning. Records of children's learning are shared with parents on a regular basis. Parents express their confidence in the nursery and the progress their children are making. They are actively involved in their children's learning and are provided with suggestions on how to support their children at home. Practitioners are continually seeking ways to involve parents and are currently developing further opportunities to support parents' engagement with their children's home learning. For example, the provision of a book loan service. Management and practitioners are aware of the importance of working with other agencies when needed, such as when supporting children with special educational needs and/or disabilities. As a result, effective individual plans are made for these children, to support their learning. Close liaison with local schools and sensitive support provided by practitioners ensures that children are prepared for their moves, both within the setting and on to school.

Arrangements for safeguarding children within the provision and through work with families and outside agencies are effective. All practitioners prioritise children's safety and have a secure knowledge and understanding of how to protect children in their care. Management effectively implement robust systems to monitor practitioners' knowledge and there is a strong commitment to support professional development through ongoing training. This promotes practitioners' awareness of current procedures to follow, in event of any child protection concerns arising.

Effective systems are in place to identify and assess possible risks. For example, daily checks of the premises, inside and outside are conducted and recorded and any potential hazards are removed. Resources and equipment are in good condition and are checked and cleaned on a regular basis. As a result, children have the freedom to explore and learn safely.

Robust recruitment, selection and induction procedures are in place to ensure the suitability of practitioners to work with children. Their performance is monitored formally, through appraisals and informally through observations of practice by the manager. Observations of practice are used to inform the appraisal system and highlight strengths and weaknesses. As a result, any perceived underperformance is dealt with, so that practitioners understand the high standards expected from them. In addition, management have recently introduced formal peer observations. However, this is not fully embedded across the nursery, in order to develop practitioners' professional skills and share good practice to drive further improvement. Documentation, policies and procedures are used effectively to underpin practice and comply with the statutory requirements of the Early Years Foundation Stage, which demonstrates management's understanding their role and responsibilities. Management monitor the educational programmes, which ensures they can easily identify any gaps in the children's learning and source any additional support the children may require. This is accomplished through robust tracking systems.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443075
Local authority	Rochdale
Inspection number	926470
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	66
Name of provider	St Joseph's Playgroup Partnership
Date of previous inspection	15/01/2013
Telephone number	01706621463

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

