

St. Joseph's Child Care Group

St. Josephs Primary School, Bridge Road, Aldershot, Hampshire, GU11 3DD

Inspection date

Previous inspection date

11/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Babies and young children enjoy learning and make good progress. Staff effectively plan and organise interesting and exciting activities, which match young children's abilities, reflect their interests and help them move forward in their learning.
- Staff value working in partnership with parents. An effective partnership between staff and parents ensures children's individual needs are met and a welcoming environment is provided for all.
- Children develop close attachments with the staff and good relationships with each other. Staff members respond well to children, which enables them to fully support their individual needs and wishes.
- Children who are learning English as an additional language and those with special educational needs are well supported. There are good links with other professionals, promoting a joined-up approach to meeting children's individual needs.

It is not yet outstanding because

- Not all nursery staff are fully consistent in their use of spoken language. Therefore, children do not always hear repeated sounds, words and phrases, to strengthen their understanding of communication and language.
- Occasionally pre-school staff do not maximise opportunities to extend children's learning and promote critical thinking, or provide them with enough time to respond during some interactions.

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.

Inspection activities

- The inspector and additional inspector held meetings with the head teacher and deputy head teacher of the school, and all childcare managers.
- The inspectors held discussions with key persons and other staff.
- The inspectors took account of the views of parents, verbally and written on the day of the inspection.
- The inspectors observed activities in the nursery, pre-school and tea-time club.
- The inspectors looked at various documents, including policies and procedures, records of children, evidence of the suitability of staff and recruitment procedures.

Inspector

Jane Franks and Janet Thouless

Full report

Information about the setting

St. Joseph's Child Care Group was registered in 1987 and is managed by the the Trustees of the provision, a registered charity in England. The registration has several provisions, which are situated in the grounds of St. Joseph's Catholic Primary School. They include: a pre-school (operating two sessions daily from 8.45am to 11.45am and from 12.15pm to 3.15pm, term time only); a nursery providing full day care (operating all year from 8am to 5pm); a breakfast club (operating from 8am to 8.30am); a tea-time club (operating from 3.15pm to 5.45pm); and a holiday club. Each provision has separate managers and base rooms, and all have access to outdoor play areas. They also use the school facilities including the hall, library and grounds. The provisions serve the local community as well as offering some out- of-catchment places. The pre-school has 51 children on roll and the nursery has 54 children on roll. The breakfast club and tea-time club have 200 children on roll as all children attending the school are eligible to attend. The holiday club currently operates for four weeks throughout the year, mainly in summer holidays. The setting supports children with special educational needs and children who speak English as an additional language. The pre-school and nursery employ a total of 22 staff, and the majority of staff have early years qualifications at level 3 and above. The provision places strong emphasis on its Catholic ethos.

What the setting needs to do to improve further

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

- enhance young children's communication and language skills by encouraging all nursery staff to consistently repeat sounds, words and phrases
- develop further opportunities to extend pre-school children's learning through the use of open-ended questions, and allow them enough time to gather their thoughts and respond through gestures or through verbal communication.

Inspection judgements

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

The educational programmes provide interesting and challenging experiences that meet the needs of all children. An effective system of observation and assessment enables staff to plan specifically for the individual needs and interests of each child. Staff motivate children to learn with exciting activities that children enthusiastically engage in. A good balance of adult-led and child-initiated activities ensures that children are the prime

instigators in their own learning. Staff allow children good opportunities to express their thoughts and feelings. For example, when a child spontaneously starts to sing a song during group time, children join in as the staff listen and give praise. As a result the children grow in confidence and self-esteem.

Children move around the environment with ease, deciding where they want to play and with what. Babies and young children have good opportunities to develop their physical skills. For instance, they pull themselves up to explore the content of sand and water trays. They engage in activities at the craft table, independently selecting resources to create their own art work. Children benefit from staff showing a real interest in them and their ideas. However occasionally pre-school staff do not consistently ask open-ended questions to extend children's learning, and give them enough time to respond during interaction. Older children are confident talkers and are extremely happy to share their thoughts and ideas with others, initiating and engaging in many worthwhile conversations. Children of all ages thoroughly enjoy being out in the garden. They show great delight when they successfully dig and discover worms, observing the worms in close detail using a magnify glass. This supports children's awareness of the world around them.

Staff model writing for a purpose and provide good opportunities for children in this area. For example, children use clip boards and pencils to make marks as they count fish on a visit to the school. Staff provide many opportunities for children to write in role play scenarios. From an early age, children have extensive opportunities to make marks using a variety of creative media. Older children are supported in sounding out and writing letters that are important to them, for example letters in their name. This helps to developing their interest in and use of early phonics. Overall staff effectively encourage skills of speaking and listening. The children enjoy stories and singing songs, and join in eagerly, using actions and words with encouragement and support from staff. Staff interact well with children, asking them relevant questions. However, not all nursery staff are totally consistent in the way they talk to children, by repeating sounds, words and phrases to enhance their communication and language skills.

Staff have a robust knowledge and understanding of how to promote the learning and development of young children. For example, children enjoy a range of mathematical activities that supports their individual interests. Staff consistently demonstrate that all children are making progress towards the early learning goals. Relationships with parents are very effective and make a good contribution to meeting all children's needs. The secure key person system allows a successful engagement with parents and well-targeted strategies for all children, as a result. This means that the children confidently acquire the key skills needed for the next steps in their learning.

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

Staff settle children quickly with their warm approach, forming secure attachments and bonds. As a result children respond positively to their daily routines. Children demonstrate that they feel safe and secure in the warm and caring atmosphere of their individual

settings. They enjoy secure, trusting relationship with staff who treat them with great care and affection. Staff have high expectations of children and are very aware of their capabilities. Key persons have a good knowledge of children's starting points in learning, their individual care needs and parents' preferences. This supports their personal, social and emotional development. Children behave well. This is because staff know the children well and provide activities that reflect their individual interests. In the tea-time club, rules for behaviour include the children's opinions. As a result children have a sense of ownership and are aware of their own and their peers' personal safety. Staff encourage children to be considerate to others; for example they support them in sharing their toys and resources.

Children learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks. Meal times in all rooms are sociable occasions where conversation is encouraged. Pre-school children enjoy their lunch alongside older peers in the school. This supports school readiness. Children develop independence through everyday routines, for example washing hands and feeding themselves. Children have good opportunities to enjoy fresh air and exercise in the outdoor play areas. They can run freely and use physical play equipment, which includes ride-on toys, balls and climbing equipment. Therefore, children develop their physical skills and their well-being is effectively supported. Older children enjoy playing football alongside staff. Children explore with their senses, engaging in sand play alongside staff and their peers. Garden areas are dedicated to nature and here the children enjoy looking for mini beasts and growing vegetables.

Partnerships with parents and other agencies involved with children's care and education are fostered and promote a joined-up approach to meeting children's individual needs. As a result continuity between home and the setting is supported and therefore children progress effectively in their learning as they grow in confidence and self-esteem. Children are supported well in their transition to school. Staff have good working partnerships with feeder schools; for example, teachers are welcomed into the setting. This has a positive impact on the older children through their transition period.

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

Parents are made to feel welcome in all individual settings, and this is a strength of the childcare provision. Parents in the pre-school and nursery complete detailed 'All about me' documents, which form part of children's initial assessment. This helps staff to recognise children's starting points and individual needs, and to plan activities at an appropriate level. Partnerships with parents and other agencies involved with children's care and education are robust. Parents comment that their children make good progress and love coming to the childcare settings.

Managers have a very good understanding of the learning and development requirements of the Early Years Foundation Stage. All childcare provision provides an extremely welcoming environment where children and parents feel valued and respected. Managers

are highly effective role models and motivate the staff team to strive to achieve the best for all the children. Managers are well supported by the provider. Supervision is embedded into the ethos of the childcare provision. Annual appraisals and meetings take place to monitor training needs and the quality of the provision, based on the impact of staff practice. Managers ensure staff feel valued and form part of self-evaluation processes. For example, the nursery team has introduced a new parent induction pack to enhance the transition of children into the setting. The pre-school team has restructured the book corner to support language development, in particular for children who are learning to speak English as an additional language. As a result the individual needs of all children are met.

Staff have up-to-date safeguarding and child protection knowledge, which helps them to protect the children in their care. Staff work together very well and are very supportive of each other. Regular management observations and the open door policy that management adopts ensure that any potential concerns and issues are quickly identified and dealt with, so the provision continues to provide good quality care and learning.

Recruitment procedures are fully in place; they include full vetting of all staff to ensure their suitability. Induction systems are robust to ensure that staff are clear about their roles and responsibilities. Staff take positive steps to safeguard children's welfare. Detailed risk assessments and routine safety checks contribute significantly to children's safety and well-being. Staff are vigilant about children's safety and supervise children as they move between the indoors and outdoors.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	109923
Local authority	Hampshire
Inspection number	813374
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	148
Number of children on roll	305
Name of provider	St. Joseph's Child Care Group
Date of previous inspection	not applicable
Telephone number	01252 350583

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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.

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