

# St. Joseph's RC Primary Early Years Provision

St. Josephs RC Primary School, Rosecroft Lane, Loftus, SALTBURN-BY-THE-SEA, Cleveland, TS13 4PZ

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 07/01/2014     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |                     |
|--|-------------------------|---------------------|
|  | Previous inspection:    | 2<br>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

- Children are settled, happy and relaxed in the welcoming and friendly environment. They show good levels of independence, curiosity and imagination and are eager to learn.
- The staff know the children well. They have a good understanding of children's achievements and where they need to go next. This is combined with effective teaching and a range of enjoyable activities to support children to make good progress.
- The staff demonstrate a good understanding of their responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.
- Self-evaluation and performance management is effective. This means that targets for development are accurately identified and implemented to secure improvement and good quality care for all children.

### It is not yet outstanding because

- There is scope to improve the use of open-ended materials, particularly in the outdoor area to further support children's imaginative and physical skills.

## 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 observed activities taking place in the Little Joey's room and the outdoor play area.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion.
- The inspector held meetings with the manager and spoke to staff members and the children during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

## Inspector

Julie Morrison

## Full report

### Information about the setting

St. Joseph's RC Primary Early Years Provision was registered in 2013 on the Early Years Register. It is situated in purpose built premises within St. Joseph's RC Primary School in Loftus and is managed by the statutory body. The setting serves the local area and is accessible to all children. It operates from the Little Joey's playroom and there is an enclosed area available for outdoor play.

The setting employs two members of childcare staff, both of these hold appropriate early years qualifications at level 3 and 5. The setting opens Monday to Friday. Sessions are from 8.35am until 11.30am, term time only. Children attend for a variety of sessions. There are currently eight children attending who are in the early year's age group. The provision provides funded early education for two-year-old children.

### What the setting needs to do to improve further

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

- provide children with more open-ended play resources, especially in the outdoor area, which are non-prescriptive and can be used in a variety of imaginative ways, for example, plastic piping, tarpaulins and lengths of fabric.

## Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and use this effectively to support children in their learning and development. They know the children well and consider the needs, interests and stage of development of each child when planning activities to ensure that children benefit from interesting and enjoyable experiences. Partnerships with parents are good. Staff meet with parents at the start to obtain information about children's interests and what they enjoy. In addition, they have effective procedures to involve parents in their child's ongoing learning. This includes, encouraging parents to contribute to their child's learning journal, inviting parents to activity mornings at the setting and encouraging parents to contribute information about children's learning and activities from home. This promotes consistency of learning for children. Each child has a learning journal, which includes a wide range of colourful photographs and observations of children's learning. Staff use these effectively alongside ongoing assessment of children's learning to identify the individual needs of each child and support their development. As a result, children enjoy their time at the setting and make good progress in preparation for the next stage in their learning at nursery.

The quality of teaching is good as staff use their skills and knowledge to promote children's learning well. Staff engage fully in children's play using a wide range of open-ended questions to extend children's thinking skills and support their communication and language development. They introduce new words into children's play, for example, they encourage children to describe if the sand 'feels wet or dry?' and reinforce learning as they ask children, 'can you pass me the yellow plate?' Children's language and literacy skills are further supported as a good selection of books are easily accessible and children enjoy looking at them, both independently and with others. Staff provide children with a good range of activities to support their physical development. In the indoor environment, the children enjoy using brushes and pencils to make marks. In the outdoor environment, they are able to climb, balance and play on ride on toys. However, the outdoor resources do not routinely include open-ended resources, which children can move, explore and combine in a variety of ways. This means further opportunities for children to play and explore imaginatively are less well promoted.

Children are well supported in their learning and development. Staff provide activities and experiences that cover all areas of learning through a good balance of adult-led and child-initiated experiences. As a result, children enjoy their time at the setting and engage well in activities. Staff make good use of everyday activities to support children's early mathematical development, for example, they encourage children to count how many are present as they line up outside and the children join in enthusiastically with well-known counting rhymes, such as 'five little monkeys'. Children learn about shape, space and measure as they enjoy exploring sand and filling and emptying containers. Children confidently develop their information and communication technology skills as they use electronic pianos and are supported by staff to use the compact disc player.

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

Children form good relationships with caring staff who meet their emotional and physical needs well. Children show how much they enjoy their time at the setting as they do not want to leave at the end of the session. This is reinforced by feedback from parents who state that their children love coming to the setting. An effective key person is in place, however, as the setting is small staff know all of the children well. Staff carry out home visits prior to children starting at the setting and parents are invited to bring their children for settling-in visits, if required. This ensures that all children, especially those who are new to the setting, are able to make secure emotional attachments and this helps promote a smooth transition from home to the setting. Staff work extremely closely with the on-site nursery. Children are able to mix with the other children and the teachers in the shared outdoor play area. This means that children are already very familiar with the nursery and the staff before they start.

Space inside the setting is used well. The walls display colourful examples of the children's work, alongside photographs of the children and their families. This further supports children's strong sense of belonging and promotes their self-esteem. All indoor resources are easily accessible, this enables children to make independent choices about their play. Staff implement age appropriate behaviour management techniques and have clear and

consistent boundaries for behaviour, for example, they explain to children that they must share toys. As a result, children generally play cooperatively with each other and behave well.

Children have good opportunities to learn about how to keep themselves safe through planned activities, play and general discussion. For example, children learn what to do in the event of a fire as they practise regular fire evacuations and staff use role play to reinforce road safety. Children's good health is promoted well. They enjoy daily opportunities for fresh air and physical play and have snacks of fresh fruit. The setting places a high priority on children developing their independence and self-care skills. Children are encouraged to pour their own drinks and try to peel their own fruit at snack time. The children wash up their own plates and put their rubbish in the bin, this helps children to be prepared for starting nursery and school.

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

Staffing arrangements are robust. The school oversees the safe recruitment and vetting of all staff, which contributes to ensuring their suitability to care for children. Staff have attended recent safeguarding children and as a result, have a secure understanding of their responsibility to keep children safe from harm and how to report any concerns regarding a child's welfare. Effective procedures are in place to ensure that children remain safe within the setting. External doors and gates are locked and children are supervised at all times. In addition, effective policies and procedures, including written risk assessments and daily checks, contribute to maintaining a welcoming and safe place for children to play.

The manager demonstrates a good understanding of her responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. The well qualified staff team work well together. They attend regular team meetings, have annual appraisals and make good use of additional training, such as, 'schemas' to enhance children's experiences and improve their own understanding of how children learn. The progress of individual children is regularly assessed and staff use this information to ensure that all areas of learning are covered and to identify any gaps in children's learning. The manager has a secure understanding of the role of the progress check at age two in order to implement this as required.

Self-evaluation is effective and the views of the staff and parents are actively sought to help inform areas for development. This is combined with very close partnerships with the early years team at the school, who monitor the quality of teaching through peer observations. As a result, clear action plans are in place to contribute to the ongoing improvement of the setting. No children attend any other settings, however, the manager demonstrates a positive attitude towards sharing information with other providers, if required, to promote continuity of learning and care for children. Partnerships with parents are good. They receive information about how the setting works prior to their child starting and important information, such as, safeguarding procedures are clearly displayed

for parents to see. Parents are very complimentary about the setting, for example, they say the staff are 'fantastic' and they are 'kept fully involved' in their child's learning and care.

## 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

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | EY463788                                   |
| <b>Local authority</b>             | Redcar & Cleveland                         |
| <b>Inspection number</b>           | 926985                                     |
| <b>Type of provision</b>           | Sessional provision                        |
| <b>Registration category</b>       | Childcare - Non-Domestic                   |
| <b>Age range of children</b>       | 0 - 5                                      |
| <b>Total number of places</b>      | 8  |
| <b>Number of children on roll</b>  | 8  |
| <b>Name of provider</b>            | St. Joseph's Roman Catholic Primary School |
| <b>Date of previous inspection</b> | not applicable                             |
| <b>Telephone number</b>            | 01287640613                                |

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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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