

St Joseph's Pre-School

St Joseph's Catholic Primary School, Station Road, Tadcaster, North Yorkshire, LS24 9JG

Inspection date	15/01/2015
Previous inspection date	22/04/2010

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

- Staff are kind and caring. They build strong, positive relationships with children through a well-organised key-person system. As a result, children are happy and settled.
- Teaching is good because staff plan challenging activities based on children's individual interests and learning needs. Consequently, children make good progress in their learning.
- Children are safeguarded well. Staff have a clear understanding of child protection procedures and the environment is safe and secure.
- Partnerships with parents are well established. Information is exchanged regularly in order to promote consistency of children's care and learning.

It is not yet outstanding because

- Occasionally, the routine of the setting interrupts children's play, for example, during whole group snack time.
- Staff do not make the most of opportunities for children to develop early writing skills in the outdoor play area.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas and talked to the staff and children.
- The inspector looked at a sample of policies, evidence of staff suitability checks and children's development records.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the setting's self-evaluation and improvement plan.
- The inspector considered the views of parents spoken to on the day.

Inspector

Susie Prince

Full report

Information about the setting

St Joseph's Pre-School was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of St Joseph's Catholic Primary School in Tadcaster, and is managed by a committee. Children have an enclosed area available for outdoor play. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time. Sessions are from 8am to 3.15pm. Children attend for a variety of sessions. There are currently 24 children on roll who are in the early years age group. The setting receives funding for the provision of free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance the arrangements for snack time so that this does not disrupt children's play
- enhance opportunities for children to develop early writing skills in the outdoor area, for example, by providing tools for children to make marks.

Inspection judgements

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

The setting has created an environment that supports children to develop the characteristics of effective learning. Children select their own resources and follow their own interests, with the support of skilled staff. Children are inquisitive and eagerly explore new activities. For example, staff introduce coloured slime into the water tray and support children to investigate it using all of their senses. Children develop early reading skills by seeing print in context through labelled storage units. A self-registration system is in place that effectively supports children to recognise their own name. Children learn basic mathematical concepts, such as counting, size and subtraction, through play-based activities. Therefore, children develop the necessary key skills needed for future moves to school. Staff provide a good range of mark-making tools in the indoor environment which promote children's early writing skills. However, there is scope to further enhance children's early writing by ensuring that tools, such as large brushes and chinks, are readily available for use in the outdoor environment.

Teaching is good because staff have a clear understanding of how to extend and enhance children's learning. Effective systems are in place to observe children and assess their learning needs. For example, staff use observations well, along with information gathered

from parents, to identify children's starting points. Children's progress is monitored well through tracking systems. This ensures that gaps in children's learning are quickly identified and addressed. Staff successfully use information, gathered through observation, to plan activities based on children's interests and next steps in learning. Therefore, children engage in purposeful activities and make good progress in their learning. Staff support language development very well through skilful questioning. They pose questions that help children to solve simple problems and use descriptive language to extend children's vocabulary. Children are keen learners because staff follow their lead well and make activities fun and enjoyable. Staff are deployed well and routines, on the whole, support children well to develop ideas and persist in activities. However, there are times during the session when children's play is interrupted by the routine, for example, during whole group snack time.

Children engage in a wide range of activities that promote learning across all seven areas. Children learn how to complete simple programmes on the computer. They develop physical skills in the outdoor environment by playing with balls and balancing on beams. Staff support children to make believe, as they play imaginatively. For example, children pretend to cook food in the home corner and staff engage playfully alongside them. The setting includes parents in their child's learning. Parents know that they can take their child's learning journal home to look at, if they wish. They are additionally invited to record observations of their child's learning at home on 'star moment' sheets. This successfully promotes consistency in children's learning and development.

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

Staff are kind and caring. They build strong, affectionate bonds with children through an effectively organised key-person system. Settling-in arrangements are flexible and tailored to children's individual needs. Staff support children very well during initial visits, by working closely with them to promote their understanding of routine. As a result, children settle in very quickly and are happy and content. Parents engage in discussion with staff and complete 'All about me' forms, which provide information about children's preferences and care needs. Consequently, continuity of children's care is promoted well. Children learn the behavioural expectations of the setting through positive reinforcement and circle time discussions. Staff act as positive role models and have created a friendly and calm learning environment. Therefore, children know what is expected of them and behave well.

Staff successfully promote healthy eating practices by providing nutritious snacks. For example, children choose bananas, apples or raisins from a self-service trolley during group snack time. Children learn good hygiene practices as staff help them to wash their hands before mealtimes and after using the bathroom. Staff teach children how to be safe through projects about the importance of wearing seat belts in vehicles. They also teach them how to handle tools, such as scissors, safely. Children participate in regular fire drills, which ensures that they know what to do in the event of an emergency evacuation. Daily outdoor play periods mean that children benefit from fresh air and exercise. Staff effectively support children to assess their own physical capabilities and take sensible risks in the outdoor environment. For example, staff stay close by and provide reassurance as

children skilfully climb on stepping stones.

Children develop self-help skills through effective practices that promote their independence. For example, they put on their coats before going outside, with the support of attentive staff. Children develop friendships with others and learn how to share resources and take turns fairly. For example, children wait patiently to access the computer. Children are confident and display high levels of self-esteem as they select their own resources. The setting shares facilities with the adjacent school, which means that children are already familiar with the school environment. Staff prepare children emotionally very well for future moves to school, through regular visits to the reception class. Children are invited to participate in school assemblies, which prepare them well for differences in routine. Additionally, they develop positive relationships with school staff because they visit the setting regularly.

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

The setting has effective procedures in place to safeguard children. Staff have a secure knowledge of child protection procedures and know how to record and report concerns. All staff hold paediatric first-aid qualifications. This means that they have the necessary skills to respond appropriately in the event of an emergency. Effective security systems are in place to ensure that children are accounted for and safe. For example, parents record children's arrival and departure times and staff count children back in, following outdoor play sessions. Staff carry out daily safety checks of the premises and conduct regular risk assessments to ensure that the environment is safe and well maintained. The manager ensures that all staff are suitably checked and vetted through a robust recruitment process. As a result, children are protected from harm.

The manager has a clear understanding of how to deliver educational programmes that ensure children make good progress in their learning. Observation, assessment and planning systems are effectively overseen by the manager. Staff engage in regular supervisions and team meetings to ensure that practice meets the needs of individual children. The manager successfully monitors staff performance by using peer observation. This means that staff receive appropriate guidance and develop new skills and competencies. Staff appraise the effectiveness of the learning environment well by evaluating how it is used by the children. The whole staff team contribute to the self-evaluation process and views are sought from parents. The setting receives support from the local authority early years consultant, and recommendations from the last inspection have been implemented. As a result, planned developments are pertinent and meet the needs of those who attend.

Partnerships with parents are strong. The key-person system ensures that parents build positive relationships with a designated member of staff. They receive regular information about events that are taking place, through parents' notice boards. Parents engage in daily discussions with staff and contribute to learning. As a result, consistency of children's care and learning is effectively promoted. Staff have established strong links with all feeder schools, and records relating to children's development are shared well. Staff work

very closely with the adjacent school and have excellent systems in place to prepare children emotionally for future moves to school. Staff use the expertise of other professionals well in order to inform further developments in the setting.

The Childcare Register

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

The requirements for the voluntary 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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	400441
Local authority	North Yorkshire
Inspection number	868880
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	24
Name of provider	St Joseph's Pre-School Committee
Date of previous inspection	22/04/2010
Telephone number	01937 831595

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

