

St Josephs RC Pre-School

Mill Hill Lane, DERBY, Derbyshire, DE23 6SB



Inspection date	27 January 2015
Previous inspection date	26 April 2010

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

Summary of key findings for parents

This provision is good

- Children are safe and secure at the pre-school because staff are vigilant in their supervision. Staff implement vigorous safeguarding and welfare procedures. The manager carries out comprehensive risk assessments to ensure the premises are free from any hazards. This helps keep the children safe at all times.
- Children enjoy their play because staff plan activities around their interests and developmental needs. Staff adapt activities well to cater for children with special educational needs and/or disabilities and children who speak English as an additional language. As a result, all children make good progress.
- Staff recognise the uniqueness of each child. The good key-person system enhances relationships with children and their families very effectively. Consequently, children develop a strong sense of security and trusting relationships, which helps build their confidence and well-being.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication, which benefits each child's ongoing care, learning and development.
- Leadership is strong. Management and staff are well motivated to develop the pre-school, in order to improve children's learning and well-being.

It is not yet outstanding because:

- The quality of teaching when children play and learn outdoors is sometimes uninspiring.
- Staff do not make best use of opportunities to effectively help children to develop speaking and listening skills, particularly at story time.

What the setting needs to do to improve further

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

- use every opportunity to effectively extend and challenge children's thinking and learning, particularly when playing outside
- enrich the opportunities for older children to listen attentively and enjoy story time, so they can participate in positive ways and build on their speaking and listening skills.

Inspection activities

- The inspector spoke to the children, parents and held discussions with the curriculum manager and manager.
- The inspector observed activities indoors and outside, including snack and story time.
- The inspector completed a joint observation with the curriculum manager.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the policies and procedures and the pre-school's action plan.

Inspector

Janice Hughes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

There is a buzz of excitement in this pre-school as children choose their own play. Children are initiating their own activities, exploring and investigating as they play. This helps develop their independence skills. Consequently, children are acquiring the necessary skills for their future learning. Staff have an effective understanding of how children learn through play. Overall, the quality of teaching is good. However, when children play outside, some teaching is mundane and does not always inspire children to learn. Children's interest in role play leads to them holding good conversations and extending their language skills well. However, at story time older children do not always listen and concentrate. This is because staff do not always capture children's interests or hold their attention. Good quality information is recorded to support children's next steps in their learning. Planning and assessment arrangements are precise and focus on children's individual development and interests. Parents are actively involved in their children's learning and development.

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

There are effective arrangements to care for children. The key-person system is in place. This helps to build strong relationships, which effectively supports children's emotional well-being. Settling-in procedures are good. They help staff to find out about children's likes and dislikes and to build relationships with parents. This helps children to settle quickly into pre-school life. Staff consistently praise children's efforts and achievements, which boosts their self-esteem. Consequently, children behave well. Children are beginning to learn about healthy lifestyles. They take part in daily exercise and enjoy healthy snacks and meals. Staff teach children how to be safe. For example, children learn how to use scissors carefully and they take part in regular fire drills. Children are well prepared for their move to school. The manager has also made good links with the local schools to aid children's transition when the time comes.

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

Management and staff have a robust knowledge of the welfare and safeguarding requirements. Recruitment arrangements are very good to ensure staff are suitable to care for children. The manager completes supervision sessions and appraisals with the staff to enhance their performance. She identifies staff's training needs sufficiently to broaden their continuous professional development. Monitoring of children's learning is effective and identifies gaps in all children's progress quickly. Consequently, all children are progressing well towards the early learning goals. Management have made good use of self-evaluation to identify areas of strength and areas for improvement. Management and staff have formed strong relationships with parents. They are aware of the importance of working closely with outside agencies, to support children who have additional needs.

Setting details

Unique reference number	206154
Local authority	Derby, City of
Inspection number	864115
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	49
Name of provider	St Joseph's Pre-school Committee
Date of previous inspection	26 April 2010
Telephone number	01332 372453

St Josephs RC Pre-School opened in 1989 and is run by a committee. The pre-school is open each weekday from 8.50am to 2.50pm during term time only. The pre-school receives funding for free early education for two-, three- and four-year-old children. There are nine staff employed at the pre-school, of these eight hold an early years qualification at level 2 or 3 and one member of staff is unqualified. The curriculum manager holds an early years qualification at level 4.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

