

St Joseph's Pre-School Group



St. Josephs RC Combined School, Priory Road, Chalfont St. Peter, Gerrards Cross, Buckinghamshire, SL9 8SB

Inspection date	29 April 2015
Previous inspection date	18 November 2009

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		Outstanding	1
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

- Staff work in close partnership with parents to ensure children are settled and happy. They encourage parents' contributions to their children's assessments and promote learning further at home by sharing ideas.
- Management prioritises the safeguarding of all children in their care. They ensure staff have a secure knowledge of procedures to follow in order to keep children safe. They implement regular risk assessments to ensure the premises are safe for children.
- Children have high levels of independence and their behaviour is good. Children enjoy making choices and being given responsibilities.
- Children with special educational needs and/or disabilities make effective progress. Staff work closely with parents and other professionals to help identify and meet children's individual needs.
- Staff have a good understanding of how to promote learning across all areas of development. They offer a range of resources and a well-planned indoor and outdoor learning environment. Children benefit from using the adjoining school's facilities.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to challenge more able children to extend their mathematical and literacy skills further during some activities.

What the setting needs to do to improve further

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

- extend opportunities for more able children to develop their literacy and mathematical skills further.

Inspection activities

- The inspector observed children's activities and routines, indoors and outdoors.
- The inspector talked with the supervisors, staff and children during the day.
- The inspector and a supervisor carried out a joint observation.
- The inspector sampled documents, including children's assessments, the setting's policies and staff recruitment procedures.
- The inspector spoke with parents and took into account their views.

Inspector

Helen Parker

Inspection findings

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

Staff have a secure knowledge of how to promote children's learning. They particularly focus well on promoting children's language and communication skills, for example, by using sign language at snack time. This helps to support children with special educational needs and/or disabilities, and those learning English as an additional language. Children enjoy using the school fields and the local orchard to develop their physical skills and to learn about the natural environment. Staff involve parents in their children's learning by encouraging them to contribute to initial assessments and by providing resources for them to borrow, in order to promote learning further at home. As a result, children make good progress in their learning.

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

Children's safety and safeguarding is central to everything that staff do. They have an excellent knowledge of procedures and carry out regular risk assessments. The key-person system is effective. As a result, children develop close attachments to staff, and feel secure and settled. Children display high levels of independence and enjoy responsibilities, such as laying the table at snack time. They have excellent opportunities for physical exercise and staff promote a healthy diet. Children are extremely happy and well behaved, with staff acting as good role models, for example, by reminding children of good manners at mealtimes. There are good relationships with the attached school and staff work well together. As a result, staff prepare children very well for their next stage of school. This is an area of strength for the pre-school.

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

There are two supervisors who share the role of manager, working alongside each other. The supervisors have a secure understanding of their responsibilities relating to all the requirements of the Early Years Foundation Stage. They demonstrate reflective practice and effectively use a development plan to help them identify ongoing improvements. Consequently, they have introduced many innovative changes since the last inspection, for example resources for children to make marks outdoors. The supervisors effectively monitor the performance of staff. They provide supervision and use peer observations in order to identify any areas for staff development. They also ensure staff access regular training opportunities to extend their knowledge and skills further. Consequently, staff access training courses held in the school, as well as external courses throughout the year. This helps to ensure children receive consistently good quality learning and care experiences.

Setting details

Unique reference number	EY257293
Local authority	Buckinghamshire
Inspection number	833124
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	53
Name of provider	St Joseph's Catholic Primary School Governing Body
Date of previous inspection	18 November 2009
Telephone number	01753 887743

St Joseph's Pre-school registered in 2003. The pre-school is attached to a maintained primary school and is located in Chalfont St. Peter. The provider receives funding for the provision of free early education for two-, three-, and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting opens five days a week, during school term times. Sessions are from 8.50am until 11.50am and 11.50am until 2.50pm. A total of nine staff work with the children, of these, six have relevant early years qualifications.

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