

St Josephs' Preschool

The Parish Hall, Highview Crescent, Hutton, Brentwood, Essex, CM13 1BJ



Inspection date 28 September 2015
Previous inspection date 14 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is variable because the supervision of staff is not sufficiently robust. Staff are not provided with effective opportunities to reflect upon their own practice or gain constructive feedback on how to enhance their skills further.
- Systems to gather detailed information from parents about their child's emerging interest and achievements over the long summer holidays are not effective. Staff are unable to swiftly assess development, update their knowledge of individual children and accurately plan for their individual learning needs.
- At times, daily routines do not always effectively support children to conclude activities to their own satisfaction.

It has the following strengths

- Since the last inspection there have been a number of improvements and all actions raised have been met. Regular checks are now undertaken by staff to identify and minimise risks to ensure that children remain safe.
- Relationships with other professionals are established and effective. This ensures that where required, children receive additional support in their care and education.
- Children concentrate well and show curiosity of the natural world. They use magnifying glasses and talk excitedly to each other as they watch how insects move and observe the differences between them.
- Children are happy and settled. They are appropriately nurtured by the staff who are caring towards them. Children develop appropriate attachments to key staff members which has a positive effect on their emotional development.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- ensure that supervision of staff is fully effective in order to further improve the quality of teaching, to coach and support their continual personal effectiveness. 01/02/2016

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

- gather more detailed information from parents about what their children have become interested in or achieved over the holiday period to enhance the assessment process and enable planning to meet their individual needs
- review the arrangements of the daily routine so that children who are highly engaged in play are able to complete their chosen tasks to their own satisfaction.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views through written feedback provided by the pre-school.

Inspector

Andrea Price

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has a suitable understanding of the Early Years Foundation Stage. She has addressed the concerns raised during the previous inspection. However, due to her making these a priority, the procedures for monitoring teaching practices are still in their early stages. All staff, including the manager are not yet provided with regular opportunities to be reflective about their own practice or receive constructive feedback about how they may improve. Satisfactory recruitment and vetting procedures are in place. New staff undertake a programme of induction. The setting has very recently appointed two very experienced staff members. All staff remain committed to raising standards for children. The arrangements for safeguarding are effective. Staff have an adequate understanding of the procedures to follow if they had a concern about a child in their care. Systems for dealing with concerns and complaints are in place. Records relating to the day-to-day running of the pre-school are maintained well and are available for inspection. Staff complete records when minor incidents occur and share this information promptly with parents. Self-evaluation procedures are in place and include the views of parents. Detailed action plans are devised driving forward further improvement.

Quality of teaching, learning and assessment requires improvement

Teaching is sometimes variable. However, children mostly enjoy their time at the pre-school. Staff plan an adequate range of activities that cover all areas of learning. An emphasis on daily routines sometimes distracts children from completing tasks or following their chosen interests. Children count, sequence and organise resources into groups. They play imaginatively as they act out scenes from home. Staff enter play at appropriate times to support learning. Staff make regular observations of children during play and assess their progress. All records are shared regularly with parents, keeping them updated of the progress their child is making. However, strategies to gather updates from parents are not effective. Staff are not able to update their knowledge of children's capabilities to plan effectively for their individual needs.

Personal development, behaviour and welfare require improvement

Settling-in procedures ensure that staff are aware of children's care needs. Children who are new to the setting soon become confident and make friendships with others. Children's behaviour is managed positively. Staff set clear boundaries so that children are familiar with the expectations of them. Children independently use sand timers to self-regulate play with popular toys and resources. They demonstrate a clear understanding of the need to swap, when the sand runs out. Staff have a positive approach to diversity and children are taught about the importance of respecting each other. Children have regular access to the outdoors. They ride bikes, jump and bounce balls to each other.

Outcomes for children require improvement

Children make steady progress in their learning and development. They are developing appropriate skills needed for school. Children's communication skills are developing well.

They enjoy taking part in meaningful conversations with staff and use descriptive language to explain the differences between groups of insects.

Setting details

Unique reference number	402029
Local authority	Essex
Inspection number	1015530
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	29
Name of provider	St Joseph's Pre-School (Brentwood) Committee
Date of previous inspection	14 April 2015
Telephone number	01277 212591

St Josephs' Preschool registered in 2000. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional status. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm on Mondays and Tuesdays, and from 9am to 12 noon on Wednesdays, Thursdays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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