

# St Joseph's Extended School Provision



St Josephs Catholic Academy Pudsey, Mount Pleasant Road, Pudsey, West Yorkshire, LS28 7AZ

<b>Inspection date</b>	12 January 2016
Previous inspection date	29 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The manager and her staff are highly qualified and experienced. Staff use their expertise to help children learn a broad range of the skills they need for their future learning. The quality of their teaching is very high, which has an exceptional impact on the progress children make in all areas of their learning and development.
- The learning environment is vibrant, engaging and inviting to all of the children. Children become more independent within appropriate boundaries. They make choices about what they want to do and select resources for themselves.
- Children's physical and emotional well-being are promoted exceptionally well. Staff provide plentiful opportunities for children to enjoy fresh air and exercise, which contributes towards a healthy lifestyle. Children thrive and staff constantly recognise and praise their efforts and achievements.
- Partnerships with parents are extremely strong. Staff engage parents exceptionally well in children's development and provide them with an extensive range of information to support children's learning at home. Parents speak very highly of the provision, the staff team and the service they provide.
- The provision is fully integrated into the early years unit of the host school. Staff work alongside the class teachers. They share ideas and constantly assess children's needs. Children are exceptionally well prepared for their move to school or other early years settings.
- The manager implements rigorous procedures to monitor staff performance and there is an exceptional drive for continuous improvements to benefit children.

## What the setting needs to do to improve further

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

- continue to make the most of professional development opportunities that continually improve and maintain the outstanding quality of the provision.

### Inspection activities

- The inspector viewed the areas where childcare takes place, including the toys, equipment and resources children use, and observed interaction between the staff and children.
- The inspector observed activities in the indoor and outdoor areas, and undertook a joint observation with the daycare manager.
- The inspector checked the evidence of the suitability and qualifications of staff, and of the provision's self-evaluation and improvement plans.
- The inspector sampled a range of documentation, including written policies, and discussed assessment, planning and safeguarding procedures.
- The inspector held discussions with the daycare manager, out-of-school club manager and the headteacher of the school.

### Inspector

Amanda Forrest

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager has an exceptional drive to achieve outstanding practice and has high expectations of staff and of the service they provide. She constantly reflects on practice and actively takes into consideration the views of all children, parents and staff. Safeguarding is effective. Staff have an excellent understanding of how to safeguard children and how to identify the possible signs of abuse or neglect. They have a clear understanding of procedures to follow if they have concerns about a child's welfare. The manager has developed robust, reciprocal links with the school which greatly contribute to the experiences and outcomes for all children. The manager tracks groups of children to identify and target any gaps in their learning to make sure they make continued excellent progress. The manager recognises the importance of seeking opportunities for professional development and is keen to promote this further.

### Quality of teaching, learning and assessment is outstanding

All staff involved in children's care and learning complete extremely precise observations and accurate assessments of children's achievements. Staff use this information to plan highly engaging activities that arise from children's individual interests, to support their ongoing learning. Staff very skilfully involve themselves in children's play to pose challenges to help them learn and develop. They make excellent use of questions to challenge children's mathematical thinking as they build towers, recognise colours and calculate quantities. Staff skilfully extend children's creative play. They know when to let children explore their own ideas and when to provide help to challenge their learning. For example, staff observe children's interest in making stick men and extend their mathematical and early writing skills by encouraging them to build, estimate length and measure objects. Children are articulate communicators and engage very well with others. They will enthusiastically re-tell stories in great detail. In addition, staff actively promote children's understanding of letter sounds and numbers, and children learn to write their names independently.

### Personal development, behaviour and welfare are outstanding

There is a highly stimulating range of equipment and resources available for children and resources are exciting, attractive and very well maintained. Staff regularly review and add new resources according to children's needs, to stimulate and enhance their learning. Staff are excellent role models for children. Children learn to consider the needs of others and successfully manage their emotions. Staff have a well-established programme for teaching children about the world. They accept each other's differences and have opportunities to learn about a range of people and cultures. Children enjoy healthy snacks and nutritious meals, to promote their good health.

### Outcomes for children are outstanding

All children thrive in this stimulating and wholly inclusive environment and make excellent progress from their starting points. Children are extremely well prepared for the next stage in their learning, including their move to school. They are confident and motivated learners.

## Setting details

<b>Unique reference number</b>	EY399257
<b>Local authority</b>	Leeds
<b>Inspection number</b>	849899
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	56
<b>Number of children on roll</b>	172
<b>Name of provider</b>	St Joseph's Extended Schools Provision Committee
<b>Date of previous inspection</b>	29 March 2010
<b>Telephone number</b>	01132565407

St Joseph's Extended School Provision was registered in 2009. It provides sessional daycare and out-of-school provision, and operates from St Joseph's Catholic Primary school in the Pudsey area of Leeds. The daycare facility registered for 16 children and is open each weekday from 8.45am to 3.15pm, term time only. The daycare facility employs four members of staff, who all hold appropriate early years qualifications, as does the manager. The out-of-school provision is registered for 56 children and is open from 7.30am to 8.40am and 3.15pm to 6pm term time, and from 7.30am to 6pm during school holidays. The out-of-school provision has six members of staff, and of these, most hold relevant childcare qualifications.

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