

# St Joseph's Pre-school Playgroup

The Old School Building, Scratton Road, STANFORD-LE-HOPE, Essex, SS17 0PA



<b>Inspection date</b>	27 November 2015
Previous inspection date	27 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is good. Staff have an enthusiastic approach and children enjoy their learning. Staff work alongside them during their play and provide them with opportunities to lead their own learning.
- Staff are well qualified, using their knowledge, experience and qualifications effectively. They understand how children learn and plan activities that motivate and interest children and support them to make good progress.
- The environment is well planned and organised. Children have access to a good range of activities that supports their development, both indoors and outside.
- Children are happy and demonstrate a strong sense of belonging because they form positive relationships with staff. Staff show genuine care and interest during their interaction with children.
- The pre-school has formed good relationships with parents, other settings and professionals to provide consistent and coordinated care and learning for children.

### It is not yet outstanding because:

- Occasionally, staff do not fully support children to think critically, and express their thoughts and ideas during activities.
- Staff do not maximise opportunities for children in small group activities, such as using musical instruments, so that children are fully involved to extend their learning.

## What the setting needs to do to improve further

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

- enhance children's learning by further developing their thinking skills to express their thoughts and ideas during activities
- maximise opportunities for children to fully explore the resources provided in small group activities.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 and looked at relevant documentation, such as a range of children's records, planning and evaluation documentation and evidence of the suitability of staff working in the pre-school.
- The inspector reviewed documents and procedures relating to safeguarding, and checked a selection of other policies.
- The inspector spoke to a selection of parents and children during the inspection and took account of their views.

### Inspector

Lorraine Meldrum Sunter

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a clear understanding of the requirements of the statutory framework and ensure they are met. Safeguarding is effective. Recruitment procedures are robust and the manager checks the ongoing suitability of staff. Staff have secure knowledge of how to protect children from harm and know what action to take if they have a concern about a child in their care. Good arrangements are in place for the support and supervision of staff. The manager and staff work together to identify their strengths, areas for development and any professional training opportunities. The manager monitors children's progress and the quality of staff's assessments to identify and address any gaps in children's development. All staff receive regular training, and detailed policies and procedures support their good practice.

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

Staff provide a wide variety of activities that interest children and promote their learning. They know individual children extremely well and actively exchange information with parents about their child's emerging skills and abilities. Staff have high expectation of children and make accurate assessments of their progress. Children choose from a good range of quality resources that help support their developing skills. They use mathematical language to describe how long water takes to go through different heights of tubes, and count and use number recognition to sort cars into their parking places. Children develop good communication and language skills. They engage in lively conversations with staff and listen well as staff offer clear explanations. Parents are kept well informed about their child's progress. They contribute to assessments and welcome ideas for learning at home. This helps to reinforce the learning that happens in pre-school and further supports children's good progress.

### Personal development, behaviour and welfare are good

Staff are attentive to children's individual needs and meet them quickly and efficiently. They support children's growing independence very well. Established routines help children build their self-confidence and self-care skills. Children are encouraged to put on and take off their own coats and help themselves to snacks and drinks. Children learn to take turns, play co-operatively and think about others. Staff provide clear expectations for children's behaviour. They have a calm approach and model good manners. This contributes to children's good behaviour and they learn right from wrong. Children have free access to the outdoor area; they get lots of fresh air and exercise. This helps promote their physical health and well-being.

### Outcomes for children are good

All children are making good progress and most achieve levels of development typical for their age. Early Years Pupil Premium funding is used effectively to support children who are not reaching expected levels of development to make faster progress. Children learn key skills that help to prepare them for the next stage of their learning, including when they progress on to school.

## Setting details

<b>Unique reference number</b>	204386
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	1025519
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of provider</b>	St Joseph's Pre School Playgroup (Thurrock) Committee
<b>Date of previous inspection</b>	27 November 2014
<b>Telephone number</b>	07889 900510

St. Joseph's Pre-School was registered in 1998 and is on the Early Years Register. It operates from the parish hall in a converted school in Stanford-le-Hope, and is managed by an elected management committee made up of parents whose children attend the pre-school. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold qualifications at level 4. The pre-school opens on a Monday, Wednesday, Thursday and Friday during school term time only. Sessions are from 8.50am until 3.30pm and children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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