

St Joseph's Little Scholars

St. Josephs Little Scholars, 42 Newbold Road, CHESTERFIELD, Derbyshire, S41 7PL



Inspection date

10 May 2016

Previous inspection date

2 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff create a warm and nurturing environment where children play safely. Children demonstrate high levels of confidence and self-esteem. They are relaxed, well settled and have formed secure attachments with their key person. They show that they feel safe and secure at the pre-school.
- Staff carry out accurate assessments of what children can do. They use the information to good effect. Staff effectively track children's development over time and promptly identify the next steps in children's learning. All children are progressing well.
- The manager and staff have effective relationships with different agencies and local schools. There are well-coordinated strategies to support children who have special educational needs or disability and children who speak English as an additional language.
- Staff manage children's behaviour well. They are positive role models and provide clear explanations that help children know what is expected. Staff praise and encourage children regularly. Children show respect for others and play harmoniously together. They share toys and learn to take turns.
- Staff have good relationships with parents. They encourage parents' involvement in the pre-school and keep them well informed about their children's care and learning. Parents speak highly of the pre-school and the progress that their children make.

It is not yet outstanding because:

- On occasions, staff in the pre-school room are too quick in providing answers to their questions and suggestions. They do not wait for children to work them out for themselves.
- Although the manager does monitor the staff's performance, the procedures for this are not yet fully established to help maintain outstanding teaching.

What the setting needs to do to improve further

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

- give children even more time so that they can respond effectively to questions and suggestions, so that they may use these opportunities to further develop their speaking and thinking skills
- develop an even more effective process for overseeing staff performance, so that teaching is at a high level.

Inspection activities

- The inspector spoke to children, parents and staff at convenient times throughout the inspection. She held a discussion with the manager and spoke to the director of the pre-school on the telephone.
- The inspector observed children involved in activities, both inside and outdoors, and at mealtimes.
- The inspector carried out a joint observation with the manager.
- The inspector sampled children's learning records, the planning documentation and staff files.
- The inspector looked at evidence of the suitability of staff working in the pre-school. She looked at a range of other documentation, including policies and procedures and their action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. Staff demonstrate a secure knowledge of child protection procedures. They know what to do if they have concerns about a child in their care. Staff know how to keep children safe and carry out risk assessments that help ensure children play in safe environments. The manager is newly appointed and has put in place some changes. She has addressed the recommendations from the previous inspection. The manager has started to evaluate the pre-school and has identified strengths and weaknesses for improvement. Her self-evaluation is accurate and involves the views of staff, parents and children. Staff have attended training that has helped to increase their knowledge and skills. The manager has in place effective monitoring procedures to check on children's progress and identify the gaps in their learning. The manager works effectively in partnerships with schools and other settings children attend.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They use their knowledge effectively to help promote children's learning. Overall, teaching is good. Staff are enthusiastic and interact with children in a positive manner. Staff know the children well and plan activities linked to their interests and learning priorities. Staff in the nursery room join in with the children's games and activities extremely well. Children have different opportunities to practise their writing skills in role play situations, such as making an appointment at the doctor's surgery. Staff provide many effective ways of teaching mathematics. For example, children sort the bugs and count how many they have found in the sand.

Personal development, behaviour and welfare are good

Children are well cared for by kind and caring staff. Staff support children to understand the benefits of a healthy lifestyle. For example, children recognise the importance of washing their hands. Staff enthusiastically talk to children about how eating fruit and vegetables helps to make them big and strong. Children benefit from physical exercise. They have regular opportunities to play outside and benefit from being in the fresh air. Staff promote children's safety well. For example, they complete daily risk assessments and teach children about how to keep themselves and others safe. Children learn to respect people's differences as they explore and celebrate their own cultures and beliefs and those of others. There are good links with children's future schools. Staff share valuable information about children's achievements. They help children to be aware of the changes and expectations in preparation for moving on.

Outcomes for children are good

All children are making good progress given their starting points. They are developing the skills and attitudes that promote their future learning. Children are inquisitive, curious and have a positive attitude to their learning. They become engrossed in their play and are willing to try new things. Children are learning to do things for themselves, such as putting on their own coats and serving their own food at lunchtime. Children develop good communication and language, literacy, mathematical and physical skills. Children are well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY339320
Local authority	Derbyshire
Inspection number	849267
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	75
Number of children on roll	71
Name of provider	St Joseph's Convent School
Date of previous inspection	2 November 2011
Telephone number	01246 232392

St Joseph's Little Scholars was registered in 2006. The pre-school opens Monday to Friday during term time only. Sessions are from 8.40am to 11.40pm and 12.20pm until 3.20pm. There are 11 members of staff. Of these, all hold an early years qualification at level 2 or 3. There are also two members of staff who have early years professional status. The pre-school receives funding to provide free early years education for children aged three and four years. The pre-school supports children who have special educational needs or disability. They also support children who speak English as an additional language.

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