

# St Joseph's Preschool & Playgroup (Harrogate)

281 Skipton Road, Harrogate, North Yorkshire, HG1 3HD



<b>Inspection date</b>	20 September 2016
Previous inspection date	13 November 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</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

- Staff complete regular and accurate assessments of children's development. This includes the progress check for children aged between two and three years. All children make consistently good progress in relation to their starting points.
- Staff have worked hard since the last inspection, positively addressing the action and recommendations raised. This shows a strong desire to continue to improve.
- The manager and team are well established. Children have developed secure bonds with their key person and all staff members. They demonstrate they feel safe in the setting and develop high levels of self-confidence.
- Staff act as positive role models as they effectively manage children's behaviour. They encourage children to respect each other's opinions and share family festivals and celebrations. This helps them learn about diversity in meaningful ways.
- Children benefit from a wide variety of interesting resources and activities that promotes their development in all areas of learning. Parents praise the individual care and attention that their children receive and highly value the family feel of the setting.

### It is not yet outstanding because:

- Information about the tracking and monitoring of different groups of children is not yet fully embedded to ensure any possible gaps in achievement are closing.
- Staff are not fully successful in gathering information from parents about children's home learning that complements their good teaching.

## What the setting needs to do to improve further

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

- evaluate the information used about the progress made by different groups of children and ensure that any possible gaps in their learning are quickly closed
- explore more ways to gather information from parents about what their children are learning at home that helps consolidate and extend their learning further.

### Inspection activities

- The inspector observed staff interactions with children during daily play routines and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector and the manager observed and evaluated a planned activity together.
- The inspector viewed a range of documentation, including policies and procedures, evidence of the suitability of staff and children's assessment folders and records.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a good understanding of the procedure to follow if they have concerns about a child's welfare. There are robust recruitment and vetting procedures that ensure that staff and committee members are suitable for their role. The use of staff meetings and the monitoring of staff's practice contribute to providing consistency for children. The manager checks the progress of individual children on a regular basis. Overall, the manager and staff establish close partnership working with parents, the neighbouring school and other professionals. This provides children with a shared approach to their learning and development. The manager, generally, reviews the quality of provision well. She uses this information to set high expectations and drive improvement.

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

The experienced staff team engages positively in children's play and activities, enhancing learning opportunities. There is a good balance between adult-led activities and opportunities for children to play and lead their own learning. Children play imaginatively as they use the available resources. For example, they act out narratives as they excitedly pretend that they are builders and workmen. Staff sensitively intervene when children need extra support. This minimises any frustration children may experience, helps to sustain their interest and gives them the confidence to build on their skills. Staff speak clearly and ask a wide range of questions to help children to express their thoughts. This helps to support all children's language and communication, including those who speak English as an additional language. Staff model mathematical language well to help children make connections. They weave words, such as, full and empty, into activities.

### Personal development, behaviour and welfare are good

The key-person system is very effective and all staff are clear about their role in helping children form secure emotional attachments. Children make friends easily, play cooperatively together and show kindness and consideration to each other. Children are effectively supported to develop good self-care skills, relative to their ages and capabilities. For example, children help to tidy away resources when they have finished with them and pour their own milk at snack time. Children's good health is promoted well and they discuss the benefits of healthy eating. Children are provided with nutritious snacks and make good use of the outdoor area. They have opportunities to develop their physical skills and they learn to climb, balance and negotiate space.

### Outcomes for children are good

Children are inquisitive and motivated learners. They confidently link letters and sounds. Children investigate how much rice they can fit into containers. They talk about how much more is needed to fill them to the top. All children, including those in receipt of funding, make good progress in their learning. They gain the key skills they need to prepare them thoroughly for the move on to school or the next stage of learning.

## Setting details

<b>Unique reference number</b>	400342
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1072904
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	St Joseph's Playgroup, Harrogate
<b>Registered person unique reference number</b>	RP908602
<b>Date of previous inspection</b>	13 November 2015
<b>Telephone number</b>	07792 657808

St Joseph's Preschool & Playgroup (Harrogate) was registered in 1986. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time. Sessions are from 9am until midday on Mondays, Wednesdays and Fridays and 9am to 1pm on Tuesdays and Thursdays. The setting receives funding for the provision of early education for three- and four-year-old children and supports children who speak English as an additional language.

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