

St. Joseph's Pre-School (Bishop's Stortford) Limited



St. Josephs Catholic Primary School, Great Hadham Road, BISHOP'S STORTFORD,
Hertfordshire, CM23 2NL

Inspection date 27 February 2017
Previous inspection date 8 May 2013

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

- Children form warm and caring bonds with their key person. As they arrive at pre-school, they are eager to sit with their key person to share their experiences with them.
- The well-qualified staff team receives regular supervision and has good training opportunities to consistently update their skills. This helps children to positively benefit from newly introduced methods of practice and make good progress.
- Staff develop strong relationships with parents. There is an effective two-way flow of information to aid children's care and learning. Parents describe the staff team as excellent and absolutely wonderful.
- Children learn about a wide range of occupations, such as firefighter, during organised visits. They discover the force of water as it is propelled through a fire hose as they have a go at spraying water themselves.

It is not yet outstanding because:

- On occasions, staff tend to overdirect children during planned creative activities. This does not fully support children's individual creative ideas and imagination.
- Staff do not always have the most detailed information about children's achievements from some of the settings they attend. The managers are yet to fully establish successful partnership working with the on-site nursery to further support children's continuity of learning.

What the setting needs to do to improve further

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

- enhance opportunities for children to freely express their ideas during planned creative activities
- explore further ways to establish effective partnership working with staff from the on-site nursery.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with one of the managers.
- The inspector held a meeting with the one of the managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector reviewed written feedback provided by parents and also spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures for identifying and responding to any concerns about a child's welfare. Managers' ongoing monitoring of staff's suitability ensures that they remain suitable to work with children. The dedicated staff team and managers actively seek the views of parents and children to help reflect on the service they provide. Managers thoroughly monitor children's progress, including specific groups of children, taking swift action to address any emerging gaps in their learning. Staff successfully work in partnership with other professionals to support children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff undertake detailed observations and assessments of children's progress. All children are motivated and inquisitive learners, engaging in challenging activities with enthusiasm. For example, they persevere at connecting differently sized wooden dolls together to make them fit inside each other in the correct order. Children develop good control of the small muscles in their hands as they learn how to successfully use scissors. Staff seek key words in children's home languages from parents, which is one of the ways they support children who speak English as an additional language. Children use their vivid imagination as they pretend to be construction workers. They use toy vehicles to scoop up sand and transport it to create a large mound. Children thoroughly enjoy operating the compact disc player. They select their favourite songs and nursery rhymes, which they happily sing along to as they listen to them through headphones.

Personal development, behaviour and welfare are good

Staff take their time to get to know children well; they organise themselves effectively to support their own key children whenever possible. Children demonstrate a real sense of responsibility for their environment. They eagerly help to carry out age-appropriate tasks. For example, children take turns to help staff complete the daily safety checks. Children are very aware of the high expectations that staff set. They behave well and demonstrate respect for each other. For example, as children play a group game, they listen to each other and patiently wait for their turn to speak. Mealtimes are a social occasion where staff and children sit together. Children know to remain at the table until everyone has finished their meal. Children develop good physical skills as they enjoy jumping in puddles and balancing on tyres.

Outcomes for children are good

Children are making good progress in relation to their starting points, including those who speak English as an additional language and those who have special educational needs and/or disabilities. Children independently manage their own personal needs and demonstrate a good awareness of how to keep themselves safe. They are beginning to link letters to sounds. For example, children identify objects or names beginning with the same sound. They express a keen interest in books and enthusiastically choose one to take home to share with their parents. These are just some of the skills that help to prepare children for their move on to school.

Setting details

Unique reference number	EY457400
Local authority	Hertfordshire
Inspection number	1066567
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	46
Name of registered person	St.Joseph's Pre-School (Bishop's Stortford) Limited
Registered person unique reference number	RP532243
Date of previous inspection	8 May 2013
Telephone number	07720 948441

St.Joseph's Pre-School (Bishops Stortford) Limited was registered in 1982 and registered again in 2012. It employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from 8.50am until 3.15pm Monday to Thursday and 8.50am until 12.30pm on Friday, during term time only. The pre-school provides funded early education for two- and three-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

