

St Joseph's Pre-School

117 St. Marys Lane, Upminster, Essex, RM14 2QB



Inspection date

Previous inspection date

25 September 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 have good opportunities to develop their creative skills. For example, they enjoy playing with others during role-play activities and confidently share their ideas. They make good progress and develop the necessary skills for the next steps in their learning.
- Staff gather useful information from parents when children first start, to help plan precisely for their individual needs from the outset.
- Children are happy. New children settle into the setting well. Staff are caring and form warm relationships with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Staff effectively assess risks in all areas that children use to identify and remove any hazards.
- The manager implements effective self-evaluation processes and reflects well on the setting's practice. She seeks the views of others, such as the local authority, and acts on any advice to help improve children's outcomes.

It is not yet outstanding because:

- At times, some group activities do not reflect children's interests fully to support their motivation and involvement.

What the setting needs to do to improve further

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

- review the delivery of some group activities to fully support children's involvement and extend their learning experiences further.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day, and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's assessment folders.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager understands the importance of monitoring children's attendance to support their safety and welfare. She recognises the setting's strengths and identifies areas of weakness to help her improve children's experiences. The manager monitors staff's teaching skills well. She holds regular supervisory meetings with individual staff and offers good opportunities to develop their skills, such as through training sessions and staff meetings. The manager checks on children's progress well to swiftly recognise and address any gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff accurately assess what children can do. They make regular observations of children's abilities and plan suitably challenging activities to support their good development. Children have good opportunities to learn about diversity, such as when exploring resources that reflect other cultural backgrounds. Children learn to respect each other's differences and develop their understanding of different people in the community well. Overall, staff support children well as they play. For instance, staff demonstrate how to use resources to help children learn to use them independently. Staff work effectively with parents. For instance, they share information about children's progress and involve parents well in children's learning. For example, they invite them into the setting to help support children's development.

Personal development, behaviour and welfare are good

Children confidently play in a well-organised, welcoming environment and explore the resources independently. Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment. For example, they confidently use tricycles and develop their physical skills. Children behave well. Staff successfully teach children about their expectations and help them to know what acceptable behaviour is. Staff support children to develop an understanding of good hygiene practices. For instance, they teach them to wash their hands before they eat.

Outcomes for children are good

All children make good progress from their starting points and develop skills that support their next stage of learning. For example, they develop good mathematical skills, such as learning to use words to describe the shape of construction toys. Children interact and communicate with others confidently. They develop their physical skills well, such as while exploring modelling material and learning to use tools with control.

Setting details

Unique reference number	EY487313
Local authority	Havering
Inspection number	1009791
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	3
Number of children on roll	29
Name of registered person	Lillian Antoinette Rita Fielding
Registered person unique reference number	RP909717
Date of previous inspection	Not applicable
Telephone number	07982333858

St Joseph's Pre-School registered in 2015. It is located in Upminster in the London Borough of Havering. It operates Monday to Friday, term time only. The nursery runs two sessions per day from 9am until midday and from midday until 3pm. The setting employs 10 staff, seven of whom have suitable early years qualifications at level 3. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

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