

St Joseph's Pre-School

St Joseph's Pre-School Ltd, 111 Oxhey Drive, Watford, Hertfordshire, WD19 7SW



Inspection date

Previous inspection date

23 April 2018

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 are motivated to learn and eagerly participate in a wide range of enjoyable activities. Staff use effective strategies, such as questioning, to support children's communication and language development. This encourages children to develop their thinking and confidently share their own thoughts and ideas.
- Children learn about their personal safety. Staff use opportunities, such as snack time, to extend children's awareness of how to stay safe when using equipment. Children are well prepared and fully supported when using knives for cutting fruit.
- Staff promote the good use of mathematical language during activities and experiences to support children's mathematical understanding.
- The manager is effective in promoting opportunities for staff's continuous professional development, including teaching. Regular supervision and appraisal meetings enable staff to identify individual strengths and areas for improvement.
- Children form strong bonds and attachments with staff and other children. Staff support their personal, social and emotional development with effective praise and encouragement.

It is not yet outstanding because:

- On occasions, staff do not recognise when adult-led activities can be adapted to present even more challenge for the most able children.
- Sometimes, the organisation of staff duties and responsibilities interrupts children's learning.

What the setting needs to do to improve further

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

- adapt activities and teaching to provide appropriate challenge for the most able children
- enhance opportunities for children to consistently engage in activities without interruption so they can complete tasks to their satisfaction.

Inspection activities

- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- 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 and evaluated the activity with the pre-school manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff complete safeguarding training, which includes specific guidance on identifying and supporting vulnerable children and families. Staff are aware of the pre-school policies and ensure that the children's safety and well-being are consistently promoted, with reporting procedures followed effectively. Regular risk assessments and fire drills support the safe running of the pre-school and help children to identify risks and hazards. Staff build strong partnerships with parents. They support parents with useful information, such as sharing forthcoming planning, to enable parents to extend children's learning at home. In addition to this, staff work with other professionals, such as childminders and teachers from the schools children move on to. This promotes consistency in children's care and learning effectively. Staff evaluate the pre-school to promote continuous improvement. They reflect on activities and experiences to ensure that they can continually promote opportunities for children to make good progress. Additionally, staff obtain feedback from children and parents on their practice, and setting, which assists them in developing their ongoing self-evaluation.

Quality of teaching, learning and assessment is good

Staff carry out observations and assessments of children's learning and track the progress they make. Staff identify children's next steps in learning, which are then fed into the planning of activities to support children in making good progress. Children have fun. They fully embrace the imaginative resources as they become doctors and nurses. They care for each other with consideration and thoroughly enjoy bandaging staff while making sure they 'get better' quickly. Children who speak English as an additional language are very well supported to learn good English. Staff use picture cards, repeat newly introduced words and spend good-quality time developing their speech and language.

Personal development, behaviour and welfare are good

Children learn about appropriate ways to behave. Staff are effective role models, supporting children to learn right from wrong. Children are kind to each other and demonstrate a good understanding of the importance of sharing and turn taking. Staff promote children's physical skills very well. Children have daily opportunities to explore outside and develop key skills, such as running, climbing and balancing. In addition to this, children have great fun using the mud kitchen and other creative materials. Children's dietary needs are met and they eat a range of fresh snacks, which they help to prepare.

Outcomes for children are good

All children are making effective progress in their learning given their starting points and capabilities. They are acquiring the key skills they need to be ready for school and their future learning. Children are independent and make regular choices about their play.

Setting details

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|--|---|
| Unique reference number | EY497432 |
| Local authority | Hertfordshire |
| Inspection number | 1042948 |
| 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 | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 53 |
| Name of registered person | St Joseph's Pre-School Ltd |
| Registered person unique reference number | RP907603 |
| Date of previous inspection | Not applicable |
| Telephone number | 020 8428 6465 |

St Joseph's Pre-School registered in 1990 and re-registered in 2016. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and one staff member holds an appropriate qualification at level 6. The pre-school opens on Monday to Friday from 9am until 3pm, with an optional lunch club between 11.30am and 12.30pm, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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