

# St Josephs Pre School Nursery



St Joseph's Parish Centre, Hind Hill Street, HEYWOOD, Lancashire, OL10 1AQ

<b>Inspection date</b>	29 June 2018
Previous inspection date	9 December 2016

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

- Staff have a strong focus on safeguarding. They have a secure understanding and implement effective procedures to protect children from harm.
- Staff work effectively as a team to meet children's needs. Children settle quickly. They benefit from secure attachments that promote their emotional well-being and provide a secure foundation for their learning.
- High priority is given to ensuring children develop the skills and attitudes they need in readiness for their move on to school.
- Staff quickly and accurately identify children who need additional support. Robust links with other professionals are used effectively to develop a swift and shared approach to planning, to help children get the support they need.
- Positive relationships between staff provide a good model for children to learn about how to behave towards others. Staff continuously promote good behaviour and implement consistent strategies to manage incidents of unwanted behaviour.
- The leadership team is committed to further improving the quality of the provision. Parents, staff and children are actively encouraged to share their views and opinions. This helps to inform priorities and secure ongoing improvements.

### It is not yet outstanding because:

- Staff do not always fully consider the importance of developing small-muscle skills, to help to provide the best preparation for children's early writing skills.
- Staff do not promote children's interest in and access to books in the best possible way.

## What the setting needs to do to improve further

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

- provide greater opportunities for children to develop their small-muscle skills in preparation for early writing
- improve the presentation of and extend the availability of books within the children's rooms.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the provider and discussed the impact on children's learning.
- The inspector held meetings with the provider and spoke to staff at convenient times throughout the inspection.
- The inspector checked evidence of the suitability of adults working in the nursery, looked at relevant documentation and discussed the nursery's plans for improvement.
- The inspector spoke to and took account of the views of parents spoken to during the inspection.

### Inspector

Vickie Halliwell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment procedures and ongoing suitability checks show that staff have been thoroughly checked by the provider. Staff are alert to child protection issues and implement local procedures quickly to help protect children from possible harm. Risk assessments are regularly reviewed. The premises are well maintained, safe and suitable. The leadership team use their good knowledge, skills and expertise to guide, coach and support staff. Room leaders continuously monitor and review staff practice. Weekly meetings encourage staff to reflect and identify areas for improvement. Mandatory training includes child protection and paediatric first aid. Regular staff supervision is used effectively to discuss individual training needs to further raise the quality of teaching. The manager monitors the progress of all children. Children who are at risk of falling behind are swiftly identified and receive further support.

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

In the main, staff make good use of the wide range of resources, both indoors and outdoors, to ignite children's interest in new experiences. For example, a small group of two-year-olds excitedly make their own dough. The quality of teaching is good overall, and children's learning is well supported. Staff use information gained from observation and assessment to accurately assess children's level of development. Planning ensures a broad range of appropriate experiences are provided. Staff know children very well and adapt activities to meet their individual learning needs. Teaching focuses particularly well on supporting children's personal development and their communication and language. Parents say staff have helped children to learn how to manage their behaviour and develop their communication and language skills in readiness for school.

### Personal development, behaviour and welfare are good

All children have excellent opportunities to play and learn outdoors. Physical health and well-being is well promoted. The outdoor area is very well presented and children confidently make choices about how they spend their time. Young children enthusiastically chase bubbles, while older children design and build large-scale models. Children are encouraged to make healthy choices at snack time. Staff work closely with parents to raise awareness of the importance of providing a healthy packed lunch. Children are developing their independence, for example, as they learn how to pour their own drinks and butter their toast at snack time.

### Outcomes for children are good

Children make good progress in relation to their starting points. This means by the time they leave, children who start nursery with levels of development that are less than typical for their age are beginning to catch up well. Children are motivated by the range of activities and they become keen, interested learners. They are learning the skills and behaviours that they will need in readiness for school. Older children celebrate their time at nursery, they confidently recall and practise songs they have learnt to share with parents.

## Setting details

<b>Unique reference number</b>	EY443075
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1139643
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	123
<b>Name of registered person</b>	St Joseph's Playgroup Partnership
<b>Registered person unique reference number</b>	RP903966
<b>Date of previous inspection</b>	9 December 2016
<b>Telephone number</b>	01706621463

St Josephs Pre School Nursery registered in 2012. There is a total of 14 childcare staff, of these nine hold appropriate early years qualifications at level 2 or 3, one at level 5 and one at level 6. The nursery opens Monday to Friday from 7.45am to 5pm. It is closed for two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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