

# St Joseph's Pre-School

St Joseph's Catholic Primary School, Station Road, Tadcaster, North Yorkshire LS24 9JG



<b>Inspection date</b>	12 November 2018
Previous inspection date	15 January 2015

<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 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

### The provision is good

- The manager and her staff team are committed to providing the best quality pre-school experience they can for children. They accurately evaluate the quality of the pre-school and are dedicated to making continual improvements.
- Staff's warm and approachable manner supports children's personal development and well-being effectively. Children are happy and settled at the pre-school and their behaviour is good. Staff's support and positive role modelling help children to develop respectful relationships with staff and their peers.
- Staff regularly observe children and plan for what they need to learn next. They complete thorough assessments of children's progress which contribute towards ensuring all children make good progress towards the early learning goals.
- Parents speak highly about the quality of the pre-school and are pleased with the progress their children make. Parents say that, 'Staff are warm and caring' and that the pre-school is, 'A happy and safe place to be'.

### It is not yet outstanding because:

- Although supervision arrangements are in place they do not focus precisely on supporting staff's professional development and training to raise the quality of teaching to the highest level.
- Staff do not consistently gain information from all parents about their children's ongoing interests and achievements at home to inform how they plan for their next steps in learning.

## What the setting needs to do to improve further

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

- focus more precisely on staff's professional development and training to help to raise the quality of teaching to the highest level
- strengthen opportunities for all parents to share information about their children's ongoing achievements at home and use this to further promote children's learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff.
- The inspector held discussions with the manager. She looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

### Inspector

Judith Bodill-Chandler

## Inspection findings

### Effectiveness of leadership and management is good

The manager accurately monitors individual and groups of children's progress. She uses this information to discuss with staff ways in which they can help close any gaps in children's learning. Safeguarding is effective. Staff have a very good knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. Staff are vigilant and ensure that children are safe in the nursery and outdoor environment. For example, they carry out daily checks on the environment and minimise hazards effectively. Staff are deployed successfully and this further helps to ensure all children are supervised and kept safe. Recruitment of new staff is robust, which helps to ensure that staff are skilled and suitable for their roles.

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

Staff promote children's learning and development through a wide range of exciting and motivating activities. For example, children squeal with delight as they explore the texture of the gloop. Staff are skilled at talking to children and building on their existing vocabulary and knowledge. For example, as staff play alongside children they introduce them to the word 'buffer' and explain what it is used for. Staff challenge children's thinking effectively. For example, they encourage children to recall the names of the reindeer who pull Santa's sleigh. Staff support children to develop good early numeracy skills. For example, they encourage children to count numbers during daily activities and sequence the days of the week. Effective partnerships with the host school promote children's continuity of care and education.

### Personal development, behaviour and welfare are good

Staff provide a safe and welcoming environment where children are free to explore and follow their own ideas in play. Children develop strong relationships with key members of staff and seek them out to share experiences with. This helps children to feel safe and secure. Children learn about the importance of leading a healthy lifestyle. Staff help them to make healthy food choices and provide them with daily opportunities for fresh air and physical exercise. Staff are vigilant at promoting children's safety. For example, they remind children to hold onto the rail as they climb the steps from the outside play area. Children demonstrate high levels of confidence. For example, at circle time they enthusiastically share what they have been doing at the weekend.

### Outcomes for children are good

Early literacy skills are emerging well. Children learn to recognise their name and make marks with increasing pencil control. They delight in listening to stories and singing familiar songs and rhymes. Children develop their physical skills outdoors. For example, they skilfully ride tricycles around obstacles and dig in large sand pits. Children develop their imaginations effectively as they participate in imaginary play using a range of resources. Children are developing a positive attitude to learning. They are well equipped with skills they need for future learning and are prepared to start school.

## Setting details

<b>Unique reference number</b>	400441
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10071069
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	St Joseph's Pre-School Committee
<b>Registered person unique reference number</b>	RP907423
<b>Date of previous inspection</b>	15 January 2015
<b>Telephone number</b>	01937 831595

St Joseph's Pre-School registered in 1992. It is managed by a committee. The pre-school employs five members of childcare staff, three of whom hold early years qualifications at level 3 or above. The manager holds a qualification at level 6. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8am to 3.15pm. The pre-school receives funding for the provision of free early education for two-, three- and four-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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

