

# St Joseph's Nursery

St. Josephs Day Nursery, 221 Doncaster Road, BARNSELY, South Yorkshire S70 3QY



<b>Inspection date</b>	17 June 2019
Previous inspection date	2 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

### This provision is good

- Partnerships with other professionals and outside agencies are good. Practitioners share information in a timely manner to help ensure that children and families get the support they need.
- Practitioners concentrate on promoting children's communication and language skills throughout the setting. This helps to ensure that all children leave with the communication skills they need for their future learning, including those children who speak English as an additional language.
- Children are provided with a wide range of experiences indoors and outdoors. Overall, they are independent learners who make good use of the resources and activities in both areas.
- Practitioners identify gaps in children's learning and development quickly and take decisive action. The monitoring of children's development clearly demonstrates that any gaps in their learning are steadily closing.
- Practitioners do not fully consider the individual needs of older children and how to further promote their independence during lunchtime routines.
- Practitioners do not consistently make clear to children their expectations for good behaviour.
- The organisation of resources in the toddler room does not fully encourage children to be independent or sustain their interest in play.

## What the setting needs to do to improve further

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

- find ways to make sure that lunchtime routines consider the individual needs of all children
- extend children's understanding of their behaviour and the possible consequences of their actions
- enhance the organisation of resources in the toddler room to develop children's independence and retain their interest in what it has to offer.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector held a meeting with the deputy manager, nursery director and person in charge. She looked at documentation, including complaint records, notifications, accident and incident records, and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the children at appropriate times during the inspection.

### Inspector

June Rice

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Practitioners know the procedures that they must implement to help safeguard children who may be at risk. They keep up to date with the wider issues of child protection, such as the 'Prevent' duty. Robust recruitment procedures help to ensure that adults are suitable to work with children. Managers regularly evaluate the quality of care and education, and monitor practitioners' practice. They take action to aid improvement. For example, when children were not making typical progress in the areas of understanding the world and mathematics, training was provided for practitioners. This has helped to improve teaching and planning and had a positive impact on outcomes for children. Managers have used additional funding to extend resources to help develop children's language development and enhance their outdoor learning experiences.

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

Parents are very well informed about their children's development. Practitioners encourage parents to take a key role in their children's learning. They provide 'homework books' for each child, with the emphasis on it being voluntary. Even so, parents feed back to practitioners that their children are eager to complete the tasks at home. Practitioners are skilled at knowing when to offer guidance or prompts without taking over the task. They question children well and give them time to think and answer. Children learn about animals and the different foods they eat. Toddlers listen, watch and learn how to roll dough into a ball using their hands. Practitioners use the skills they have learned from training well. For example, older children learn about the life cycle of a frog and hunt for insects outside. They learn how to plant and care for vegetables.

### Personal development, behaviour and welfare are good

Practitioners are keen to help children make a successful transition on to school. They invite teachers into the setting and provide them with information about children's development. Children are shown school uniforms and the teachers talk to them about school and what to expect. This helps to prepare children emotionally for the changes ahead. Babies' emotional development is well promoted. They enjoy playful learning and receive lots of support and encouragement. Babies are eager to be mobile and challenged to move forward for a toy they are reaching for. Children benefit from daily fresh air and exercise. They enjoy freshly prepared meals and know to help themselves to a drink of water when they are thirsty.

### Outcomes for children are good

Children make good progress and are learning the necessary skills they require for their future learning and eventual move on to school. They use mathematical language, such as 'big', 'little', 'in' and 'out', in context when describing items. Children name colours and are beginning to form the letters in their name. All children are active and confidently test their physical skills while being well supervised. For example, children climb onto a low narrow beam and steadily walks sideways to explore a wind chime.

## Setting details

<b>Unique reference number</b>	302861
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10112792
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	St Joseph's Day Nursery & Pre School Ltd
<b>Registered person unique reference number</b>	RP911231
<b>Date of previous inspection</b>	2 August 2013
<b>Telephone number</b>	01226 290189

St Joseph's Nursery registered in 1998. It is privately owned by St Joseph's Day Nursery & Pre-school Ltd. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and above. The nursery opens all year round from Monday to Friday. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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