

# Inspection of St Joseph's Day Nursery

21-23 Bamber Street, Peterborough, Cambridgeshire PE1 2HL

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Inspection date: 5 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive confidently and separate easily from their parents. They are familiar with staff and the nursery routine. They freely self-select from a good range of toys and resources. Children are happy to see their friends and smile broadly at staff. They show that they feel safe and secure. For example, they are confident to talk to visitors and show them the bracelets they have created.

A large proportion of children at the nursery speak English as an additional language. They receive good support from staff to use their home language and talk about their home experiences. Children quickly gain confidence to speak in English. They benefit from meaningful conversations with staff that help them build wide vocabularies. Children listen attentively when staff read stories. They anticipate key phrases and repeat them as they play.

Children listen to staff and follow instructions well. They benefit from the calm and nurturing environment that kind and professional staff provide. Children receive clear and consistent messages about behaviour expectations. Staff remind children about the nursery rules and behaviour expectations when they come together in key groups. Children behave very well. They gain positive attitudes and key skills to support the eventual move to school.

## **What does the early years setting do well and what does it need to do better?**

- The manager is very experienced and well qualified. She is dedicated in her role to provide children with a safe environment where they can learn and make friendships. Staff benefit from regular meetings with the manager to reflect on their practice and identify training to develop their knowledge and skills. They state that they are well supported with their workload and well-being. The staff work well together as a team.
- Staff provide children with meaningful, rich experiences to help them learn about their local and wider communities. For example, children gain first-hand experiences as they visit the zoo, post office and meet Santa Claus at Christmas. Staff act as excellent role models. They challenge stereotypical behaviours and children are highly respectful towards each other. Children are exceptionally independent in their personal care and hygiene routines. They thoroughly understand the importance of healthy lifestyles and how washing their hands after sneezing and coughing reduces the risks of cross infection.
- Staff establish effective partnerships with parents, built on trust and respect. They regularly share information about children's progress and how parents may support ongoing learning at home. Staff invite parents into the nursery for stay-and-play sessions, which are well attended. Parents are very positive about the staff and the nursery, sharing that their children enjoy nursery and feel safe.

- Staff are ambitious for children. They ensure they have equal opportunities to build on what they already know and can do. Staff act on feedback gathered from Reception teachers. For example, staff place a strong focus on developing children's literacy, which is identified as a weaker area of achievement locally. Staff read stories and sing songs, purposely including repeatable refrains to support children's language skills. They foster links with the local library service to enable parents to support children's growing love of books.
- Children with special educational needs and/or disabilities receive tailored, individual support that helps them make good progress. Staff are passionate in their work to support children and work closely with parents, other professionals and agencies.
- Staff help children gain good knowledge and understanding of mathematics. Children count and use numbers as they play. They show a secure knowledge of fractions as they cut fruit into halves and quarters. They learn to count back from five as they sing songs.
- Staff talk to children and ask questions as they play. They provide children with good opportunities to make choices in play and self-select from a range of resources. However, at times, children do not receive enough challenge to encourage them to explore, to speculate or test out their ideas, to inspire awe and wonder.
- Although children have daily opportunities to play outside and be physically active, staff do not always recognise opportunities to extend children's learning. This reduces opportunities for those children who prefer to learn outside to explore and investigate.

## Safeguarding

The arrangements for safeguarding are effective.

The manager is knowledgeable and experienced in safeguarding issues. She ensures her staff receive regular training and updates about child protection. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. The manager implements robust recruitment procedures to help to ensure the suitability of adults working with children. Staff have a good knowledge of wider safeguarding issues, such as the risk to children of being exposed to extremist views or behaviour.

## What does the setting need to do to improve?

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

- enhance teaching further to provide children with more challenge in their learning and inspire awe and wonder of the world in which they live
- enhance the learning opportunities in the outdoor environment, particularly for those children who prefer to learn outdoors.

## Setting details

<b>Unique reference number</b>	256824
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10137459
<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>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	St Joseph's Day Nursery Limited
<b>Registered person unique reference number</b>	RP555225
<b>Telephone number</b>	01733 348 697
<b>Date of previous inspection</b>	18 November 2013

## Information about this early years setting

St Joseph's Day Nursery registered in 1999. The nursery employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The manager holds early years qualifications at level 5. The nursery opens from Monday to Friday for 41 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gail Warnes

## Inspection activities

- The inspector had a tour of the premises with the manager and discussed how the curriculum is organised.
- The inspector spoke with staff and children at appropriate times during the inspection.
- A joint observation was completed with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of the staff working in the nursery.
- A number of parents spoke to the inspector and their views were taken into account.

We carried out this inspection 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.

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