

Inspection of St. John Vianney Primary School Childcare

King Oswy Drive, Hartlepool TS24 9PA

Inspection date: 18 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

On arrival, children settle very quickly. Their smiles and laughter indicate just how much they enjoy their time at nursery. Children form strong bonds with staff. Effective settling-in procedures enable new children to quickly feel safe and secure. They are given plenty of reassurance and support. This positively enhances their emotional well-being. Children revel in the role-play activities. For example, older children dress up and assume the roles of a bride and groom. They show very good levels of social interaction as they take on the different characters. Children behave well and have an understanding of the impact that their actions can have on others. Every opportunity to build up self-confidence and self-esteem is eagerly seized on by staff. As a result, children know that their efforts and views are respected and valued. Children benefit from the numerous opportunities throughout the day when they can practise and consolidate their mathematical skills. For example, one child was observed counting the stickers on his reward chart and recognised that the slice of cake is a triangle shape. This helps children to apply what they know in practical situations. All children enjoy sharing books and rhymes with staff. Toddlers snuggle in for their favourite stories and enthusiastically copy the actions to familiar songs as they giggle and clap their hands in delight.

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

- The good leadership and management of the nursery motivate a well-qualified and experienced team. Collectively they have a strong sense of purpose in helping all children to achieve to the best of their abilities.
- Staff provide excellent opportunities for children to practise speaking, listening and writing. Children share stories and retell and act out some of their favourites. They have opportunities to write independently in their play, as well as writing for particular purposes. For example, staff help younger children to make marks as they pretend to make an appointment for their pet at the vets. Older children trace cursive writing and write their name on the wedding card they have created.
- Staff are skilful in using language enrichment activities. Repetition of words and phrases through songs, nursery rhymes and familiar stories enables children to build up their vocabulary and explore language through play. Staff constantly model and reinforce language, encouraging children to talk and explain what they are doing. This ensures that children's language is developed and enhanced.
- Children respond well to praise. They are interested, motivated and keen. There are many opportunities for children to work on their own, with peers and with adults. For instance, staff encourage a group of older children to think about the resources they will need to wrap the pretend wedding gifts. Children work

collaboratively; for example, one child held the sticky tape while their friend used the scissors to cut it.

- Staff assess children's abilities from information gathered from parents and their own observations. They plan the curriculum to support and carefully build on children's previous knowledge and understanding and provide them with small steps to accomplish.
- Children benefit from time outdoors. Toddlers enjoy splashing in puddles, while older children test their physical skills using larger equipment. Adult-led sessions, such as 'perfect poses', support younger children to develop balance and coordination, as well as self-confidence.
- Leaders and staff constantly reflect on ways to improve the nursery. A well-thought-out programme of professional development is creating new ways of encouraging learning. Staff are participating in a research project that focuses on children's communication and language skills. This is starting to have a positive impact on children's vocabulary development and speaking skills. Overall, leaders monitor staff's practice well. However, they do not consistently and critically evaluate their teaching skills, to help raise the quality of teaching to an even higher level.
- Parents are overwhelmingly supportive of the nursery. They feel that their children are safe and very well cared for. A number commented on how much their children enjoy nursery and look forward to going each day, and how staff are caring and nurturing. Parents access online records to view their children's development. This helps to keep them well informed about their children's progress, and how they can support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff fully understand their duty to protect the children in their care. They are able to talk about some of the signs and symptoms of abuse. Staff know how to recognise if a child is at risk. They understand the procedures for recording information and know how to report any concerns. Effective recruitment procedures are implemented to ensure that staff working with children are deemed suitable to do so. Staff complete robust risk assessments and carry out continual checks of the premises as children play. This helps to ensure that children are able to play in a safe and secure environment.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff's practice to critically evaluate teaching skills further and to help develop their practice to an even higher level.

Setting details

Unique reference number	EY234239
Local authority	Hartlepool Borough
Inspection number	10117612
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 11
Total number of places	84
Number of children on roll	119
Name of registered person	St John Vianney Primary School Governing Body
Registered person unique reference number	RP910178
Telephone number	01429 273273
Date of previous inspection	14 May 2014

Information about this early years setting

St. John Vianney Primary School Childcare registered in 2002. The nursery employs 36 members of staff. Of these, 34 hold appropriate early years qualifications at level 2 or above, including two with early years professional status, one with early years teacher status and four with qualified teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector carried out a learning walk with the assistant head of early years and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the senior leadership team and nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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