

Inspection of St. Joseph's Pre-School (Bishop's Stortford) Limited

St. Joseph's Catholic Primary School, Great Hadham Road, BISHOP'S STORTFORD,
Hertfordshire CM23 2NL

Inspection date: 13 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, children do not receive a good quality education. Activities are not well-planned enough to ensure all children are challenged sufficiently. However, children settle well and have formed secure bonds with staff, who are very warm and caring towards them. Children's behaviour is generally good. Older children manage their feelings well and are beginning to understand how their behaviour affects others. Younger children who are just learning the rules of the pre-school are not always supported appropriately by staff to help them understand what happens next.

Children do enjoy their time at the pre-school. Young children spend time moving items around and putting them in different places outdoors. Children build tall towers with bricks. Staff count with children as they do this, helping them gain some awareness of mathematical concepts.

Children manage their personal care well. They competently wash their hands and sit at the table ready for their packed lunch. However, staff sometimes do too much for the children which impinges on children's ability to do things for themselves, make mistakes and keep trying. Staff understand the importance of helping children to be ready for school. Children are gaining some of the key skills that support their future learning.

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

- The quality of teaching requires improvement. Some staff do not have the skills they need to help children make good progress in their learning. At times, their focus is on completing domestic routines. This means staff's interactions with children are not sustained long enough to help each child to develop the language they need for thinking.
- Staff work well with parents to find out children's interests from home. Parents say they are happy with the care the staff provide and they feel their children are well supported to settle in. They value the two-way flow of information and feel confident leaving their children at the pre-school.
- Children have opportunities to be imaginative, re-enacting familiar scenarios in the role-play area. They decide among them who will lay out the crockery for teatime and count out three cups for those involved. Children relish painting for the satisfaction of creating their own artwork. They select the colours and enjoy merging them together to form new colours.
- Staff have a sound knowledge of their key children. They understand what children enjoy and use their interests to plan some of the activities. Staff gather information from parents about their children when they first start at the pre-school. This helps them to tailor the settling-in process according to children's

individual needs.

- Children do not benefit from a well-designed curriculum that builds securely on what they know so that they experience consistently good learning opportunities. Some staff do not present the information effectively to children in a way that offers the appropriate level of challenge or adapt their method accordingly.
- The manager provides supervision to check staff's well-being and ensures that they have regular opportunities for training, via an online platform. However, staff's professional development is not focused sufficiently on improving their teaching skills. In addition, the monitoring of their practice is not robust enough to help staff develop the knowledge they need to become skilful practitioners.
- Staff suitably promote children's good health and encourage them to be physically active. They enjoy playing outdoors in the fresh air. Children ride around on wheeled toys and scooters with increasing skill and coordination. They expertly throw balls into a hoop and staff praise their achievements. This encourages children to persevere in their endeavours.
- Staff generally help children to regulate their behaviour and get down to their level to talk to them. However, when a situation escalates, some staff do not use appropriate methods to respond to changes in children's behaviour.
- Children enjoy listening to stories. They enthusiastically join in, saying the familiar words. Staff support the younger children as they sit together to ensure all children are included in the activity.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers understand their responsibilities to keep children safe. They provide a safe environment for children. Staff keep their safeguarding knowledge up to date and are alert to signs that may indicate a child is at risk of possible harm. They understand their responsibilities to protect children. Staff and managers know the procedures to follow to report safeguarding concerns to the appropriate agencies. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure. Systems are in place to ensure the suitability of staff who have regular contact with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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develop the curriculum to ensure it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	31/03/2022
focus professional development plans on improving staff's teaching skills to help them to support children in building on what they already know and can do	31/03/2022
improve staff's knowledge of effective behaviour management to ensure that children's behaviour is managed appropriately.	01/11/2021

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

- improve the monitoring of staff practice to develop their knowledge and understanding of how children learn so that all children benefit from consistently good quality learning experiences.

Setting details

Unique reference number	EY457400
Local authority	Hertfordshire
Inspection number	10209386
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	26
Name of registered person	St. Joseph's Pre-School (Bishop's Stortford) Limited
Registered person unique reference number	RP532243
Telephone number	07720 948441
Date of previous inspection	27 February 2017

Information about this early years setting

St. Joseph's Pre-School (Bishops Stortford) Limited registered in 2012. It employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from 8.50am until 3pm Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Bright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The manager/provider and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the manager/provider.
- The inspector had discussions with staff at appropriate times during the inspection. Parents spoke to the inspector about their views of the pre-school.
- A meeting was held between the inspector and the manager/provider. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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