

Inspection of St. Joseph's Nursery

St. Joseph's Place, DEVIZES, Wiltshire SN10 1DD

Inspection date: 10 March 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this welcoming and inclusive nursery where their welfare and development are at the heart of everything staff do. Children show that they feel extremely safe and secure. Young children confidently tell staff when they have 'had enough' of an activity and want to play with the doctor's set. Older children use storytelling with props to tell staff how they are feeling about any challenges they may be facing at home. This shows the exceptionally strong attachments they have formed in the nursery.

Staff have extremely high expectations of all children and what they can achieve. Young children enthusiastically use puppets and actions when singing songs and join in with the ending, clapping their hands and shouting 'pop'. Older children put on their coats and take off their waterproofs and boots after outdoor play. They walk around with notepads, inviting their friends and staff to a party and recording how many want to come. Children receive an exceptionally well-balanced curriculum and this helps them to develop key skills, including high levels of confidence, independence and communication, in readiness for starting school.

Partnerships with parents are extremely successful in supporting children's learning and welfare needs. Parents report that staff are 'amazing' and go 'over and above' to support them and their children. Parents are extremely pleased with the progress their children have made, in particular their social and language skills. Throughout the COVID-19 pandemic, parents report that they continued to receive regular telephone calls to check on their well-being, as well as food parcels and activity packs. They say they use ideas posted on the nursery's social media page to complete activities with their children at home, including during the holidays when the nursery is shut.

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

- The manager and staff constantly reflect on their practice and children's development to identify where improvements can be made. They attend training and implement new ideas to close any possible gaps in the curriculum. Staff have recently introduced communication friendly spaces and consistently use visual lanyards, and this has greatly improved children's communication and language. Children are involved in the changes and monitor the noise levels in the playroom. They put a light on by the picture of the monkey's face when the playroom becomes too loud.
- Staff know every child and their individual needs extremely well as they gather detailed information from parents and involve them in everything they do. They quickly identify possible gaps in children's learning and put in place support so that children are not at risk of falling behind. Staff work closely with parents and

other professionals to help children make the best possible progress. They ensure any additional support that is needed is in place and ready for children to have the best start at school.

- The manager has a clear vision for her curriculum and what she wants children to learn. Additional funding is used highly effectively, according to individual children's needs, to provide extra support, resources, hot meals and enrichment experiences. Therefore, all children make the best possible progress from their starting points and are prepared incredibly well for their next stage in learning.
- Children's behaviour is very good and those who struggle to regulate their feelings are incredibly well supported. Staff help children to learn to share and take turns, to negotiate minor disputes and to communicate how they are feeling. These effective strategies mean that children are able to play and learn in a calm environment where they make friends and play together in harmony.
- Children play and learn in a highly language-rich environment where staff focus on developing children's speech and communication. Young children are becoming confident speakers as staff consistently provide a narrative during their play and extend their vocabulary by adding extra words. Older children remember and use new vocabulary. Parents report that their children have told them, 'Owls are nocturnal' and that they have learned this at nursery and not at home.
- The manager is committed to supporting children's good health. She has worked extremely closely with the local health visitor and dentist to ensure parents are able to register their children for dental checks. Parents receive valuable information, such as the impact on children's teeth, and their speech and language, from them using bottles and dummies.
- Parents report that they have received immense support to help them improve their children's development and welfare. Parents say that staff have attended online courses with them. They say that they have recognised the importance of spending more time with their children, and now promote their language better through reading books with them.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff monitor children's well-being continually. Staff work closely with the local children's centre and attend courses with parents. This helps parents make improvements to their home lives that have a positive impact on children's welfare. Children have one-to-one sessions for emotional support, which help them to express their feelings so staff can check their welfare even more carefully. Recruitment procedures are robust. Children are encouraged to take managed risks in a safe environment, such as climbing up the slide. They learn to be mindful of their friends and wait their turn to minimise accidents.

Setting details

Unique reference number	145948
Local authority	Wiltshire
Inspection number	10126090
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	39
Number of children on roll	50
Name of registered person	St. Joseph's Nursery
Registered person unique reference number	RP520567
Telephone number	01380 829821
Date of previous inspection	27 November 2015

Information about this early years setting

St Joseph's Nursery registered in 1977. It operates from purpose-built premises within the grounds of St Joseph's Primary School, in Devizes, Wiltshire. The nursery is open weekdays from 9am until 3pm during term time. It employs 10 members of staff, seven of whom hold appropriate early years qualifications. The nursery receives government funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector what they like doing at nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents shared their views of the nursery with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate 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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