

Inspection of St Joseph's Pre-School

117 St Mary's Lane, Upminster, Essex RM14 2QB

Inspection date:

24 April 2023

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 are happy at this pre-school. They make friends and play alongside each other, both inside and in the garden. However, the manager recognises that changes in how the setting is run have been challenging. Staff have struggled to create an environment that meets the different needs of the children. For example, children crowd around activities where there are not enough resources to go around. They often spend a long time waiting for their turn. This means that, sometimes, children are not able to focus on learning and developing new skills and knowledge.

Children enjoy chatting to staff. They learn new language and use it in their play. For example, children learn the new word 'antennae' as they learn about bugs. When staff ask the children how high grasshoppers can hop, children say, 'They can blast off.' Children are learning to express themselves.

Children are beginning to learn to follow instructions. For example, they line up when it is time to go outside and find their place when lunch is served. Children are learning to do things for themselves. They feed themselves a variety of different food and learn how to put on their coats to go outside.

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

- The manager understands the skills and knowledge that young children need to learn. She creates a curriculum that helps children to learn about things that interest them. However, the learning environment does not fully support children to concentrate. Children are not always able to select activities to help them develop new knowledge and skills. Not all children experience challenge in their learning.
- Staff assess what children know and can do. They use this information to identify what children need to learn next. However, focused activities do not present enough challenge for the children. Children do not demonstrate high levels of curiosity or enjoyment. They do not have enough good opportunities to build on their knowledge and skills for their future learning.
- Staff understand how to interact with children to teach them new language. They speak clearly to children and deliberately select new vocabulary for children to learn. Staff read stories to the children and check their understanding of new vocabulary. However, noise levels and crowding around staff make it difficult for children to hear interactions. Not all children are able to benefit from interactions with staff.
- Parents are happy with the care that children receive. They say that their children look forward to coming to the pre-school. Parents report that staff know the children well. They say that this helps them to build relationships and feel

safe.

- The manager has created appropriate policies and procedures for the pre-school. However, she does not effectively manage staff to ensure these are implemented. For example, staff are often distracted by tidying up rather than supporting children when they need comfort. Children are not always able to feel emotionally secure.
- Staff understand that it is important for children to be physically active. They plan daily opportunities for children to spend time outside. Children run, climb and ride on wheeled toys. They are developing and practising physical skills.
- The manager is reflective of her practice. She regularly arranges professional development opportunities for staff. For example, she has arranged training to support children with special educational needs and/or disabilities. Staff's understanding of child development continues to build over time.
- The manager has a plan for improvement for the setting. However, the manager's procedure for supervising and supporting staff is not yet embedded fully in the pre-school. Not all staff understand procedures and the expectations on them. For example, staff are not always deployed effectively to promote children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager has implemented a safeguarding policy and procedure. This is effectively shared and understood by all staff. Staff understand the indicators that a child may be at risk of abuse or harm. They understand how to report their concerns to the appropriate authorities. The manager regularly arranges training to ensure that staff can build on their knowledge and skills. The manager and staff understand how to support children with medical needs. They work with parents to implement care plans for children. They carry out regular risk assessments to ensure that the pre-school is free from hazards. They understand their responsibility to keep children safe.

What does the setting need to do to improve?

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

	Due date
ensure that there are effective systems in place for staff supervision so that staff understand the shared policies and procedures of the setting	02/06/2023

ensure that all staff are effectively deployed to support children's learning and promote their emotional security	02/06/2023
create a learning environment that meets the children's needs and promote their focus	02/06/2023
ensure that planned activities are sufficiently challenging for all children.	02/06/2023

Setting details

Unique reference number	EY487313
Local authority	Havering
Inspection number	10280377
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	18
Number of children on roll	35
Name of registered person	Fielding, Lillian Antoinette Rita
Registered person unique reference number	RP909717
Telephone number	07982333858
Date of previous inspection	25 September 2017

Information about this early years setting

St Joseph's Pre-School registered in 2015. It is located in Upminster in the London Borough of Havering. It operates Monday to Friday, term time only. The nursery runs two sessions per day from 8.45am until midday and from midday until 3pm. The setting employs 10 staff, seven of whom have suitable early years qualifications at level 3. The nursery provides free early education for children aged three and four years.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that 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 their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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