

Inspection of St Joseph's Pre-School

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

Inspection date: 18 April 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are excited to attend the pre-school and staff support children well to settle when they arrive. The provider, who is also the manager, has a clear vision for what she wants children to learn. She ensures that staff know how to implement this as part of their role. Children are curious and staff encourage them to explore their learning environment in a safe way.

Staff model the expected behaviour, and children emulate this well. They are respectful and encourage one another during their play and routines. For example, children offer their friends help with their zip when they put on their jackets and others try to get children who play alone to play together. Children develop their social skills through making friends, helping each other and taking turns.

The provider works closely with her staff team, and together they create a curriculum that is exciting. They ensure this builds on what children can already do and what they need to learn next. For example, when children first start, they have access to construction blocks to create and build things. However, once they have mastered handling these blocks, children have access to more challenging interlocking blocks to build constructions. Staff help children to develop a love for learning and to develop their confidence to try new things.

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

- Staff know their children very well, including their families. They use all this knowledge to inform their assessment and plan the curriculum for children. They continuously observe children and make assessments while interacting with them. This helps to adapt teaching and make learning accessible for each individual child. Therefore all children, including those with special educational needs and/or disabilities, make progress.
- Staff promote children's early literacy skills. They read books and stories to children in ways that hold their attention. Children have the opportunity to talk about stories they have heard. Staff use the conversations they have during activities to enable children to reflect and think about what they do. This helps children become strong communicators.
- Children learn about the different cultures and languages represented in the pre-school. For example, parents are invited into the setting to talk to the children about their traditions and to share their cultural foods. The curriculum includes learning experiences such as making pizzas. Staff use this opportunity to talk to the children about Italy as well as about food choices and healthy eating. Children are developing knowledge about cultures other than their own.
- Children have lots of opportunities to learn outdoors. They explore in sand and water. They pedal ride-on toys to develop their physical skills. The manager

reflects and evaluates continuously, taking into account the interests and needs of children. The younger children are able to be active, using the local park during some parts of the session. During these times, staff engage the older children in more focused activities. However, the existing arrangements need revisiting. This is because older children do not have the same opportunities as the younger children.

- Staff provide children with healthy sandwiches, fruits and vegetables for lunch. Children happily talk together with their friends as they eat. However, the organisation of lunchtime routines needs strengthening. Staff do not support children's developing independent skills to the fullest during these times.
- Parents speak very highly of the pre-school and the experiences their children gain. They are given regular updates on their children's progress and comment on how well staff know and support their children's development. Staff provide advice on how parents can support their children's learning at home to extend their learning even further.
- The long-serving team of staff members say they enjoy working at the pre-school. The manager works very closely with her staff team. They have regular meetings to discuss progress and training opportunities. Staff have access to professional development opportunities to help build on their knowledge and skills. Staff say that they feel valued and that the manager supports their well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- revisit the outdoor learning experiences for children so that all children have the same rich opportunities
- develop the lunch routine further to extend children's independent skills.

Setting details

Unique reference number	EY487313
Local authority	Havering
Inspection number	10293115
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	27
Name of registered person	Fielding, Lillian Antoinette Rita
Registered person unique reference number	RP909717
Telephone number	07982333858
Date of previous inspection	24 April 2023

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 eight staff, six 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
Anja Eribake

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The provider and inspector discussed how the provider organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 inspector carried out joint observations of group activities with the provider.
- Parents shared their views of the setting with the inspector.
- The provider 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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