

St Josephs Pre-School Unit

Inspection report for early years provision

Unique reference number	106222
Inspection date	27/11/2009
Inspector	Kevin Wright
Setting address	St Josephs RC Primary School, Coombeshead Road, Newton Abbot, Devon, TQ12 1PT
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

St Joseph's Pre-school is located at St Joseph's Catholic Primary School in the market town of Newton Abbot. The pre-school serves the surrounding town and areas. It operates from a classroom and has access to toilets and an outdoor area that is open on one side to the outdoor area of the reception class of the main school. The pre-school is run by a management committee that is responsible for all aspects of the day-to-day running including finance and policy matters. The committee is made up of representatives of the school and parent volunteers whose children currently attend, or who have attended, the pre-school. The pre-school is registered to provide 26 places for children aged between two and five years. There are currently 46 children on roll, 32 of whom are funded three and four-year-olds. Children attend a variety of sessions each week and the pre-school supports children who have special educational needs and/or disabilities. There are two children who speak English as an additional language. The pre-school opens Monday to Friday, term time only. Sessions run from 9:00am to 12:00pm and 1:00pm to 3:30pm. Lunch club runs twice a week on Wednesdays and Thursdays from 12:00pm to 12:45pm. There are six part-time staff members working with the children, four of whom have appropriate qualifications and one of whom is working towards those. There is a pre-school manager who co-ordinates sessions and liaises with the head teacher of the primary school. Some sessions are led by the deputy manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall effectiveness of the provision is good. Children are happy and secure in the comfortable well-resourced setting. The staff team work successfully to meet the needs of all children to help them make good progress in their learning and development. The progress of each child is monitored effectively in relation to the Early Years Foundation Stage framework. Effective partnerships with parents and outside agencies allow the pre-school to identify and support particular needs. Those in charge show an ongoing commitment to continual improvement and since the relocation of the setting last year much has been done to extend what is offered.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- address the issue of children running indoors as a matter of safety
- use effective techniques of extending learning in child-initiated play activity, without over-directing the children.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is good. Children are cared for in a secure setting where safety is a priority. Staff work well as a team helping children learn and develop and make good progress towards their early learning goals. Good self evaluation has enabled those in charge to improve the systems for observation, assessment and recording of children's individual progress and these now relate directly to the six areas of learning and development of the Early Years Foundation Stage framework. The system enables staff to identify accurately where further development is needed for individual children and to address that through appropriate planning. Parents and carers praise the pre-school staff for the work they do in helping their children develop. They report that their communications with key workers and all staff are excellent and that they are kept well informed of the progress and wellbeing of their children. Parents confirm the gains made in their children's learning and social development since attending the pre-school. The children's individual Learning Journeys and records are well maintained by staff and regularly augmented with observations and evidence of points of progress. These show that children are making good progress across the six areas of learning and development since their point of entry. Children in need of additional support are well served through the good links that the pre-school has with outside agencies that provide expert guidance or therapies. A sensitively handled induction period helps children settle in well and good links with the main receiving school enables visits to take place to ease transition onwards for the older children. The managers have worked hard to involve parents in tracking their child's progress. Effective policies and procedures are in place to ensure matters relating to children's safety and safeguarding are properly addressed. Safeguarding procedures governing the recruitment of staff and covering their roles and responsibilities are properly in place. Of the six members of staff, four have received external safeguarding training and all have participated in centre-based training. The pre-school runs smoothly on a day-to-day basis. The good range of resources is deployed well to support children's learning and activity. Those in charge have properly addressed the recommendations from the previous inspection.

The quality and standards of the early years provision and outcomes for children

Because staff are committed to providing a stimulating learning environment and a high level of care, children arrive at the pre-school with an enthusiasm for the activities. Good arrival and collection arrangements and secure gates and fencing mean that children's safety is well provided for, without inhibiting the welcoming atmosphere. Children are generally happy and relaxed in the pre-school and show great trust in the adults caring for them so that most easily separate from their parent/carer. They choose one of the many well-planned activities laid out in areas around the setting both indoors and outdoors, acting in a confident and independent manner. The wide choice of things to do covers all areas of learning and possesses a good balance of child-initiated and adult-led activities. Children

demonstrate a good understanding of what they are learning and know where types of activity are located in the pre-school. Where a child is more tentative at separating from the parent/carer they are treated in a sensitive caring manner by staff so they gain the confidence to join in. There is a good free-flow of activity between indoors and outdoors. Children enjoy being outside and exploring natural occurrences as well as playing with toys and equipment. For example, acting independently two children excitedly caught rainwater in cups that was dripping from a roof in order to mix with their sand to make it a firmer consistency. Good planning and organisation based on accurate observation and assessment ensures that there is a suitable level of challenge for each child and that each child is covering all areas of learning and development. Children play well on their own or with others. Most understand they must share and co-operate with one another and play harmoniously. They are generally kind and considerate towards one another. For example, one child with a special posture chair was spontaneously helped by others when the chair needed repositioning for a group activity. Most children are aware of how to conduct themselves safely. However, some older children pay insufficient attention to safety by running when indoors. Staff and children interact well and there is an excellent level of communication between them. Because staff act as good role models in this regard, most children are confident speakers and discussions are lively. Children are developing a good understanding of the significance of writing and number. Well-designed focused tasks to improve children's fine motor skills and their handling of writing and drawing instruments has resulted in them confidently enjoying mark-making and early writing. Similarly the use of number is effectively embedded in games and activities so that children instinctively use counting and can recognise some numerals in their play. For example, a group of children independently and successfully using a programmable remote-control toy were able to count out sequences of movements to input into the toy's controls. Another group of children playing outside used counting as part of their hide-and-seek game. Staff do not always use effective techniques of extending the learning in child-initiated play activity, without over-directing the children. Children enjoy being gathered together for a song or a story at times during the session. They sing well together and enjoy talking about the content of a story. Currently however, children do not pay sufficient attention to one another's contributions; older children in particular. The well-displayed books in a carpeted area always find interested children who spontaneously select them to leaf through, demonstrating the familiarity the children have with the books on a daily basis and the spontaneous enjoyment they derive.

Good relationships between parents/carers and staff help children to progress and succeed. New systems have been introduced since the relocation to the current site so that parents and carers have direct access to their child's 'Learning Journey' records and are encouraged to add their contributions. This practice is now beginning to develop as parents become more familiar with the arrangements. Children are developing a good understanding of the importance of being healthy and conducting themselves in a safe manner. When children go outside to play or when handling tools and equipment, staff talk through safety matters with them. Children know to wash their hands after using the toilet and before eating. They can independently use soap, turn on taps and use paper towels, knowing to

dispose of the towels in the waste bin. Children enjoy the healthy choice of snack time food.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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