

Inspection of St Josephs Pre School

St. Josephs Catholic Primary School, Front Street, Nympsfield, STONEHOUSE,
Gloucestershire GL10 3TY

Inspection date: 13 February 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children eagerly meet staff at the school gate, ready to begin their day. Together, they walk to their pre-school building and calmly follow a range of familiar routines as the morning evolves. Pre-school staff focus on preparing children for school and aim to develop their resilience, social and communication skills. They have high expectations for children's educational outcomes. During the morning, staff motivate children to participate in large-group activities such as singing and action rhymes on the adjoining school field. They also encourage children to listen attentively during extended stories, or 'show and tell' on the carpet.

During their self-chosen activities, children happily play alongside each other. They construct with play dough, dress up in the role-play corner and build train tracks with their friends. Outside, staff support children to develop strength as they learn to climb the ladder and reach the slide. They provide children with praise as they reach the top which motivates them to have another turn. Children enjoy digging in the sand, building with bricks, or exploring in the mud kitchen. When it is time to tidy, children work together to follow the instructions. Some children even remind nearby friends that 'it is tidy-up time' before sitting together for a story.

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

- The lead practitioner provides an ambitious and challenging curriculum for all children, with the aim of supporting the oldest children to be ready for the next phase of education. As part of this, staff provide regular phonics sessions to prepare children for early reading. Children enjoy the sessions and share messages from home where they discuss the sound of the week. However, staff do not always model the correct pronunciation of letter sounds to encourage children's later ability to use sounds confidently for reading and writing.
- Children are well behaved within the pre-school. Staff play regular games to encourage children to develop the skills of sharing and turn-taking within a small group. Children display some of these skills independently as they play among their friends.
- Children learn to be hygienic and take care of their own personal needs. At times, they come to tell staff they have a runny nose and search for tissues to clean this. Children remember what they learn about washing hands before mealtimes and apply this when they use the bathroom by themselves during the day.
- Staff present an array of language-rich opportunities to develop children's communication. For example, they sing songs with repetitive words as children line up, provide frequent story times, and use visual images to sequence events of the day to support children in understanding what is coming next. However, staff do not always allow children enough time to pause and communicate their

own thoughts, or to respond effectively with words and sentences during adult-led activities. This leads children to remain quiet when staff ask questions, or just point when asked to choose a favourite story.

- The lead practitioner makes effective use of the additional funding she receives for some children in the setting. She involves parents in discussions about ways to support children's needs through interventions or purchasing additional resources. Where appropriate, the lead practitioner seeks further advice from external agencies for those children who require it.
- Parents feel well supported by the setting. They are happy with the communication they receive, including how staff share next steps and targets for individual children.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to safeguard the needs of children within the setting. They keep their training up to date and display clear flow charts of who to contact, so that this information can be found quickly. Staff are alert to signs of neglect, physical, emotional and sexual abuse. They are also aware of broader child-protection concerns, such as female genital mutilation and radicalisation. Staff have trust in each other but also have a clear understanding of whistle-blowing procedures and who to contact should the need arise.

What does the setting need to do to improve?

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

- further improve opportunities for children to develop their spoken language by ensuring they are given sufficient time to respond to questions, and are supported to engage in extended interactions with their friends and adults
- strengthen the knowledge of staff when teaching phonics to older children so that letter sounds are pronounced correctly and provide a solid basis for language development.

Setting details

Unique reference number	EY299203
Local authority	Gloucestershire
Inspection number	10265171
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	24
Number of children on roll	30
Name of registered person	St Josephs Pre School Committee
Registered person unique reference number	RP525223
Telephone number	01453860311
Date of previous inspection	26 May 2017

Information about this early years setting

St Josephs Pre School registered in 2001 and operates in the grounds of St Joseph's Catholic Primary School in Nympsfield, near Stonehouse, Gloucestershire. The pre-school is open during term time only, from Monday to Friday, 8.55am until 2.55pm. The committee receives funding for two-, three- and four-year-old children. Five staff work with the children. Of these, the lead practitioner holds qualified teacher status, and four members of staff hold relevant early years qualifications.

Information about this inspection

Inspector

Rosie Pritchard

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 setting.
- The lead practitioner and the inspector discussed how the pre-school organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children to find out about the activities they were participating in.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the lead practitioner.
- Parents shared their views of the setting with the inspector.

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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