

St Josephs Nursery

St. Josephs School, Dobbin Close, HARROW, Middlesex, HA3 7LP

Inspection date	10/07/2014
Previous inspection date	12/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff effectively complete observations and assessments, and use these to identify children's next steps in learning. These are shared with all staff to ensure that there is a cohesive approach to children's learning.
- The educational programs for children with special educational needs and/or disability are well planned and effectively target their individual needs.
- The quality of teaching is consistently good, enabling children to make good progress in their learning and development in relation to their starting points.
- The partnerships with parents and external professionals are strong, which helps promote continuity in care and learning.

It is not yet outstanding because

- Staff generally promote children's literacy skills well, however, the resources and equipment available in the book corner does not always encourage children to sit and engage with the books.
- Staff provide fewer pieces of equipment that encourage children to develop their coordination and learn how to take risks safely.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out a joint observation with the manager in the outdoor area.
- The inspector spoke to parents to seek their views.
- The inspector sampled a range of documentation.
- The inspector observed children's play and staff interactions.
- The inspector had discussions with the manager throughout the visit.

Inspector

Deborah Found-Bloodworth

Full report

Information about the setting

St Josephs Nursery is privately owned and opened in 2009. It is situated within the grounds of St Josephs Catholic school in Harrow, the London Borough of Harrow. It operates from a dividing room in a purpose built single storey building. Children have access to an enclosed outdoor area. It is open each weekday from 8.30am to 3.30pm for 38 weeks of the year. Morning sessions run 8.30am to 11.30am, afternoon sessions run 12.30pm to 3.30pm. The nursery is registered on the Early Years Register. There are 47 children on roll in the early years age range. The nursery makes provision for children with special educational needs and/or disabilities, and for those who speak English as an additional language. There are nine members of staff including the manager. The manager has Qualified teacher Status and four hold relevant early years childcare qualifications. The nursery is in receipt of funding for the provision of free early education to children aged three and four.

What the setting needs to do to improve further

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

- further develop the book area to create a relaxing and comfortable area for children to share books and enhance their literacy skills

- enhance opportunities for children to learn to take risks during their play, particularly during outside play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress across all seven areas of learning and development. Staff understand that every child is an individual, and accurately assess children's different starting points. Staff use their on-going observations, input from children and parents to inform their planning. Staff are aware of the children's interests and, as a result, they plan exciting and stimulating activities that support children's desire to learn. Consequently, children are well prepared for the next stage in their learning, including their move to school. Staff are confident in explaining the children's development, and assessment documents show that they have made clear progress from their starting points. Staff have a good understanding of child development and the learning and development requirements of the Early Years Foundation Stage. This knowledge, and staff's good use of observations and planning, helps children make good progress in their learning and development.

Both indoors and outdoors play environments are inviting, and set up so children can freely choose with what they want to play with. For example, outdoors the children spend a long time creating an airplane from milk crates, positioning the crates so that all the children have room to sit down. When the children suggest that they need luggage staff find them some hand bags. Staff talk to the children about where they might go on the airplane and what they should pack. Talking about what the children find interesting develops their communication skills and develops their imagination. However, staff provide further resources and equipment that physically challenges all children. Therefore, all children do not have their coordination skills sufficiently challenged, or learn to take risks safely. Children play with sand inside, carefully filling up different containers and experimenting with water to see if they can make the sand stick together. Staff encourage children to play and explore, and this helps them to become keen learners.

Staff help develop children's communication skills well. For example, during snack time the children sit together in a small group and staff ask questions to encourage children to think, such as, 'where does milk come from?' Children begin to discuss where milk comes from and soon they are sharing their experiences of being on a farm. This also helps children to recall previous experiences, and this in turn boosts their self-esteem and confidence. Staff teach children to develop good literacy skills. They provide some resources and equipment to promote this, however, the book area has no seating. As a result, this area is not as inviting as other areas in the nursery and does not entice children to go here to look at, and share books. Staff encourage children's imaginative skills and their understanding of those in the community that help them. For example, they create a doctor's surgery in the role play area and provide pencils and clipboards for children to use to write prescriptions.

Children who speak English as an additional language are supported well. Staff display key words in the nursery in several different languages, and parent volunteers use other languages in addition to English around the children. In addition, staff provide a range of dual language books that enable children to see examples of different written languages. This promotes children's awareness of other cultures and countries. There are effective systems to support children with special education needs and/or disabilities. Key persons provide children with individual learning needs with appropriate support, offering one-to-one teaching to encourage their development of identified next steps in learning.

The contribution of the early years provision to the well-being of children

Children are confident and manage their behaviour well while at the nursery. Staff are vigilant and through observation identify where they can help children further in their learning. For example, when staff realise that children are having difficulty with taking turns they introduce turn-taking games. In addition, staff and children use an egg timer to help tell when their turn is finished, or an activity is coming to an end. This helps develop children's sharing and social skills. Staff establish consistent routines that allow children to know what is happening, and what is expected of them. For example, children respond very quickly when the 'tidy-up time' music is played. These systems help the children to feel emotionally secure and happy in their time at nursery.

Children learn about healthy lifestyles as they share snacks of healthy fruits, and choose between milk and water to drink. Children are encouraged to pour their own drinks and eat whole pieces of fruit. Children wash their hands before eating and after using the toilet. This helps develop their self-care skills and shows staff maintain good standards of hygiene. During snack time staff talk to children about what they are going to eat at lunch. Staff explain that they are going to have couscous and then some blueberries. This helps promote children's awareness of healthy eating and healthy lifestyles.

Children develop their skills for future learning and are ready for the next stage in their learning. There is an effective system to support children's move into the reception year of school. The staff at the next school are invited to meet the children at the nursery, enabling the new staff to find out about the individual needs of the children. This also helps children become familiar with those people who will care for them when they are at school. Children who are due to go to the same school as the site the nursery is on get a 'buddy' allocated to help them. This 'buddy' is an older child attending the school. For example, the 'buddy' sends the child a letter and they are excited when their parents share this letter with them. This helps a relationship develop between nursery and school children and helps the move to school go as smoothly as possible.

Relationships with parents are strong. When children join the nursery, parents are involved in the settling in period by sharing information about their children with the key person. Parents say that staff know their children well and they can confidently talk to their children's key person. Parents are able to learn about and contribute to their children's learning. They talk to the manager, attend 'stay and chat' sessions, fill out questionnaires, read the newsletter and attend parent workshops. Parents say that it is the 'model nursery'.

The effectiveness of the leadership and management of the early years provision

The leadership and management of the nursery is effective. The implementation of the welfare and safeguarding requirements is robust. Staff are fully aware of their roles and responsibilities, and understand the procedure to follow if they are concerned about a child's welfare. Staff implement procedures to safeguard children's welfare and well-being. For example, entry to the nursery is controlled by a security code door, with staff greeting parents and carers at the door when they enter, and exit. There is always a staff member with first-aid training available on site to help if a child becomes sick or injured. Parents are informed of any accidents that occur, and are asked to sign the accident book to acknowledge the incident. Therefore, parents are kept fully informed of how their children have been or any incidents that have occurred that day.

Staff implement appropriate risk assessment procedures to identify and address any potential hazards. These are reviewed and updated regularly, as required. The playrooms and outdoor area are inspected every day to ensure children have a safe and secure environment to play with. Staff maintain the adult-to-child ratios to ensure children are

appropriately supervised. All required documentation is implemented to support the efficient running of the nursery.

The manager has a comprehensive knowledge of how children develop and monitors how different groups of children are progressing. She uses this information to ensure that planning is effective to meet all children's individual needs. Therefore, the manager and staff effectively monitor the educational programme to ensure that all children make good progress in their learning.

The leadership and management team highly regard professional development. They encourage staff to continue their professional development and gain professional qualifications. This leads to a more developed staff team, which in turn has a beneficial impact on children's learning and development. All staff receive regular supervision and have a personal development plan. The manager feels that she has a strong staff team, as a result, children's progress is effectively supported. All staff attend termly staff development meetings in order to learn new skills, and improve their practice.

The self-evaluation processes are effective and the manager is continually considering the strengths and weaknesses of the nursery. She seeks the opinions from staff and parents, and these are written into the nursery improvement plan. The staff welcome input from local authority advisors to help develop their practice. The manager consistently evaluates practices and identifies areas for further development. Staff work well with external agencies and each other to promote a consistent approach to meeting the needs of all children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY389625
Local authority	Harrow
Inspection number	830224
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	47
Name of provider	St Josephs Catholic Primary School Governing Body
Date of previous inspection	12/11/2009
Telephone number	02088632006

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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