

Inspection of The Kindergarten at St Joseph's Ltd

The Timber Hut, West Street, Rosebank, EPSOM, Surrey KT18 7RT

Inspection date: 2 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to start their day at this friendly pre-school. Staff plan individualised settling-in procedures for new starters. This allows children to begin to become familiar with the pre-school environment and their key person. This helps children to settle well and feel confident.

Leaders and staff implement an ambitious curriculum, based on what children need to learn next and on their interests. Many of the children who attend the pre-school speak English as an additional language. Staff place a high priority on supporting children's communication, language and social skills. They plan frequent circle times to help children with their listening and attention. Furthermore, staff adapt their support for children's language to help all children to communicate. For instance, they consistently use Makaton and visual aids. Staff ensure that children's home languages are used in the pre-school to aid communication.

Staff are good role models and have high expectations for children's behaviour. They help children understand and manage their own feelings. Staff talk to children about how they feel and use pictures to help them understand their different emotions. This helps children to form friendships and play cooperatively together.

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

- Staff encourage children to become independent in their self-care, ready for the move to school. Children hang their belongings up when they arrive at the pre-school and dress in their waterproof clothes and wellington boots before playing outside. This helps children to develop their independence.
- Leaders and staff plan a wide range of activities and experiences that children are eager to participate in. They prepare activities in which children make paper boats and show them how to make different shapes as they fold the paper, to further their knowledge. However, occasionally, staff do not adapt their teaching during children's chosen play to help children remain focused and extend their learning further. This means some children lose concentration and do not fully benefit from the learning opportunities.
- Staff teach children how to keep themselves healthy. For example, children know to wash their hands before mealtimes and when they finish playing outside. Staff talk to children about the different foods that are good for them and the importance of oral hygiene. This helps to promote children's good health.
- Staff support children to gain a good understanding of their local community. For instance, they plan regular trips to the local town. Staff use these opportunities to help children understand about the different homes in the area. These experiences help children to develop a sense of the world in which they live.
- Staff have high expectations of children's behaviour. They consistently teach

children the pre-school routine well. For instance, staff use a bell to let children know it is time to move on to another activity. This means children know from the outset what is expected of them. This helps promote children's positive behaviour.

- The provision for children with special educational needs and/or disabilities (SEND) is good. Leaders work closely with other professionals to ensure that children with SEND receive tailored support for their individual needs. For example, staff have attended training that helps them to identify children who may need additional support with their speaking skills. This helps children to make the progress they are capable of.
- Staff have good partnerships with parents. They share information with parents when they collect or drop off their children, and through an online platform. This provides them with information about their child's day and how they are progressing.
- Leaders show a high regard for staff's well-being and plan for their ongoing training. For example, some staff have completed forest school training and have introduced forest school sessions to the curriculum. Staff work together well as a team and say they feel very well supported in their roles. For example, they have weekly staff meetings to discuss the curriculum delivery and the needs of the children. This helps them to continually reflect on their practice.

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:

- support staff to recognise when to adapt their teaching, to regain children's engagement when they become less focused during free play.

Setting details

Unique reference number	EY429414
Local authority	Surrey
Inspection number	10354742
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	35
Name of registered person	The Kindergarten at St. Joseph's Limited
Registered person unique reference number	RP530780
Telephone number	01372 720218
Date of previous inspection	5 November 2018

Information about this early years setting

The Kindergarten at St Joseph's Ltd registered in 2011. It operates from a self-contained unit in the grounds of St Joseph's Catholic Primary School in Epsom, Surrey. The pre-school opens Monday to Friday, from 8.40am to 3.10pm, during term time. The pre-school provides funded early education for three- and four-year-old children. The pre-school employs eight staff, of whom six hold relevant childcare qualifications at level 3 and above.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- Leaders and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff, parents and children 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.
- Leaders and the inspector carried out a joint observation of an activity.
- 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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