

Inspection of St Josephs Pre School Nursery

St Joseph's Parish Centre, Hind Hill Street, HEYWOOD, Lancashire OL10 1AQ

Inspection date: 31 January 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

Leaders and staff create a positive and caring environment for children. Staff get to know children well. They help them to settle in quickly. Staff talk gently to the youngest children. They show them what happens at the nursery and encourage gradual participation. Therefore, children quickly become familiar with the routines of the day and develop a positive attitude to their play and learning. Children demonstrate their happiness in the setting as they smile widely when playing with the superhero figures. Children learn to build relationships with others, as staff model social behaviours such as encouraging children to take turns. Consequently, children begin to accept the needs of others and display kindness. Children excitedly tell the inspector, 'That's my friend!'

Leaders have established a well-considered and ordered curriculum. Planned learning focuses on the development of children's personal, physical and communication skills. Staff have a clear understanding of how to deliver the curriculum. For example, they provide children with opportunities to become confident in using tools such as glue sticks and scissors to help them develop fine motor control. All children, including those with special educational needs and/or disabilities, learn new knowledge, skills and behaviours at a good rate. Children are well prepared for their onward education.

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

- The nursery is well organised, led and managed. Leaders have a comprehensive oversight. They use a range of strategies to reflect on the work of the nursery. This means that they think about what they do well and what they can do better. They swiftly act on their findings, which helps to improve the service for children, families and staff further.
- Support for children's communication and language development is given high priority. For instance, staff identify and carefully plan the key vocabulary they want children to learn as they play and explore. Staff model these words through their interactions and frequently share books with children. As a result, children hear a variety of words. This enables them to build up their own expressive language. Children become more confident in using their communication skills to express their needs and ideas.
- Staff closely monitor each child's progress. If gaps in development are identified, staff consult with parents and carers and the special educational needs coordinator (SENCo). Together, they plan a programme of learning that focuses on each child's individual needs. This is quickly implemented and reviewed regularly to ensure all children make progress in their development.
- Children enjoy the time they spend in the large outdoor area. Staff encourage children to develop physical skills such as running, jumping, and pedalling. This

helps children to be physically active. However, staff do not always give children consistent messages about developing healthy eating habits. For example, snacks and drinks offered are healthy and nutritious, but some packed lunch items contain high levels of salt, sugar and fat. Children do not learn enough about the importance of a healthy and balanced diet.

- Staff set appropriate boundaries for children and help them to understand the expectations of the nursery. This helps children to behave well. For instance, staff encourage children to be patient and explain that it is unkind to hurt one another. Nevertheless, staff do not always model and promote children's listening skills to support their behaviour. This means children are not always able to follow the requests and instructions of staff.
- Staff are skilled in supporting children to develop their early mathematical understanding. For example, staff choose equipment effectively to promote understanding of capacity as children explore water. Additionally, staff introduce counting as they sing number rhymes. Consequently, children develop their confidence in exploring basic mathematical concepts and begin to use mathematical language. Children are well prepared for school.
- Leaders and staff help children to learn about the world and others around them. Staff plan opportunities for children to take part in a range of activities that promote their understanding of different cultures. Children also benefit from visiting places in the local area such as libraries and nearby schools. This helps all children to gain the important information they need for their futures.

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:

- help children to learn to listen and respond to instructions more effectively
- help children to learn how to make consistently healthy choices in relation to food and drinks.

Setting details

Unique reference number	EY443075
Local authority	Rochdale
Inspection number	10327390
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	90
Number of children on roll	83
Name of registered person	St Joseph's Playgroup Partnership
Registered person unique reference number	RP903966
Telephone number	01706621463
Date of previous inspection	29 June 2018

Information about this early years setting

St Josephs Pre School Nursery registered in 2012. It is located in Heywood, Rochdale. The nursery is open Monday to Friday, from 7.45am to 5pm. It is closed for two weeks at Christmas. There are 14 members of staff. Of these, nine hold an appropriate early years qualification at level 3 and two hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The nominated individual, the manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

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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