

Inspection of St Joseph's Pre-school

St Joseph's Church Hall, Forest Road, Fishponds, Bristol BS16 3QT

Inspection date: 20 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff provide a happy, safe and secure environment for children. They welcome children positively on arrival. Children who require additional support to settle receive lots of cuddles and reassurance. Children very quickly settle. Staff know the children well and build positive relationships with them and their parents before children start. For example, all children receive a home visit from staff. Staff gather key information about what children already know and can do. They use this information to gain a good understanding of children's individual needs from the start, which helps them to build positive relationships and understand any gaps in children's learning from the offset.

The curriculum is well planned to meet children's needs. Staff are ambitious for all children to achieve, including those who speak English as an additional language. They use their secure knowledge of the children to provide an environment that inspires and engages them, which helps all children to progress well in their learning.

Children's behaviour is good and appropriate to their stage of development. They are learning how to deal with their emotions as they begin to socialise and share with friends. For instance, staff encourage children to use sand timers. They explain how they work so that children understand that it is their turn when the sand runs out.

Children have good opportunities to develop their early writing skills. For example, they use pens to make marks on paper. They they develop their creative skills, for example, as they explore flowers. They take care as they select petals to make perfume.

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

- Partnerships with parents are very good. Parents are very complimentary about the friendly and welcoming staff. They are kept well informed about their child's day through the online system, daily communications, noticeboards and regular parents' meetings, where they receive and share information about their children.
- Staff focus on developing children's communication skills. They model the use of spoken English well. Staff speak slowly and clearly, using simple words and phrases to support children's understanding. They describe what children are doing and ask lots of questions. However, staff do not always ask open-ended questions or give children enough time to think about what they are being asked to build their communication skills even further.
- Leaders strive to provide the best provision they can. They evaluate staff's

teaching practice regularly and set targets for improvements. Leaders seek feedback from children, staff and parents and act on their suggestions. Regular staff training contributes well to their individual professional development.

- Children have formed good friendships at the pre-school. They laugh as they play with their friends. Children are curious and inquisitive as they play and show that they are motivated to learn. Children are well prepared for their next stage of learning.
- Older children take part small- and large-group learning. For example, they listen to stories, sing songs and learn about oral health. However, on occasions, staff do not recognise that children have different levels of concentration. Therefore, sometimes, these sessions take too long, and children become distracted.
- Staff provide good opportunities for children to develop their physical skills. They enjoy pushing the button on spray bottles and climbing on the large play equipment outside.
- Children have a good understanding of the world. Staff teach children about different countries, cultures, and about people in the local community. For example, staff invite local people, such as from the local care home, to the pre-school to share songs and rhymes with the children.
- Staff work well as a team and say they are well supported by the management team. They are deployed well to safely supervise children and enable them to play in a safe and secure environment. Staff teach the children to manage risk for themselves to help keep themselves safe. For example, children know how to safely handle scissors.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions, to encourage them to think of solutions and share their own thoughts and ideas
- develop adult-led group times to ensure that all children are able to concentrate and are fully engaged in the learning.

Setting details

Unique reference number	107057
Local authority	Bristol City of
Inspection number	10351159
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	68
Name of registered person	St Josephs Pre-School (Bristol) Committee
Registered person unique reference number	RP902167
Telephone number	0117 914 7173
Date of previous inspection	10 October 2018

Information about this early years setting

St Joseph's Pre-school registered in 1975. It operates from St Joseph's church hall in Fishponds, Bristol. It is open from Monday to Friday, term time only. Sessions are from 8am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children. The committee employs a centre manager, who holds early years professional status. There are 14 members of staff who work directly with the children. One staff member holds an early years qualification at level 6, one holds a qualification at level 5, 10 hold qualifications at level 3, and one member of staff has an early years qualification at level 2.

Information about this inspection

Inspector
Tracey Cook

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 leaders and has taken that into account in their evaluation of the pre-school.
- The inspector observed staff's interactions with the children, indoors and outdoors, and assessed the impact on children's development.
- The inspector held discussions with managers, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documents, including evidence of staff's suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector had a learning walk and viewed all areas of the pre-school to understand how the provision is organised.
- The inspector and the manager carried out a joint observation to assess the quality of interactions between staff and children.

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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