

# The Kindergarten at St Joseph's Ltd

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



<b>Inspection date</b>	5 November 2018
Previous inspection date	13 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Partnerships with parents are good. Strategies to encourage parents' involvement in their children's learning are particularly effective. All children, including those learning English as an additional language, make good progress from their starting points.
- Staff work effectively with other settings and professionals to help ensure continuity in children's learning, including those who require additional support.
- Staff provide lots of comfort and reassurance to help children settle quickly. They interact warmly with children and support their language skills well. Children show high levels of confidence and a positive attitude to learning.
- The manager encourages feedback from staff, parents and children to evaluate practice accurately and identify areas for further improvement.
- Staff supervise children closely. They use risk assessments effectively and review any accidents routinely, to help them provide a safe and secure environment for children.

### It is not yet outstanding because:

- Although staff know their key children very well, not all staff are aware of other children's precise next steps in learning when working with them, to maximise children's learning at every opportunity.
- Staff do not make the best use of opportunities to help children share their home languages, traditions and experiences, to support their learning further.

## What the setting needs to do to improve further

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

- develop strategies to ensure key persons consistently share children's updated next steps with other staff working with their children, to maximise children's learning at every opportunity
- increase opportunities for children to share their home languages, traditions and experiences, to support their learning further.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are confident to identify and report any concerns they have about children. The manager closely monitors children's progress, referring children to outside agencies where necessary. This helps staff plan strategies to close gaps in children's learning swiftly. The manager supports staff well, for example, through training and regular one-to-one meetings. Staff are enthusiastic and talk about how they apply new knowledge to build on children's achievements. For example, recent training on how staff use information gained from children's assessments has had a positive impact on how they plan for children's learning.

### Quality of teaching, learning and assessment is good

Staff provide a wide range of activities that follows children's interests. They make sure that children who prefer to learn outdoors can explore all areas of the curriculum. For example, resources to encourage early writing and creative skills are easily accessible. Staff encourage children to be involved in their learning. For example, children independently select scissors. They discuss and cut out pictures of interest from catalogues. This helps them to build on their vocabulary and to recognise words and advertising logos. Children build on their exploratory and critical-thinking skills. For example, they investigate the different ways they can transport natural resources across the garden and hunt for bugs with genuine interest.

### Personal development, behaviour and welfare are good

Staff support children to build positive independence skills. For example, children help prepare snacks and know where to access drinks when they become thirsty. Staff provide children with secure examples of how to interact with others, such as taking turns or helping to tidy away equipment. They frequently praise children, which helps to motivate them to learn. Children have good opportunities to develop their physical skills. For example, they move crates across the garden and enjoy balancing on the climbing equipment. Children enjoy outings to a local care home for older people and visits to the library. These help them develop an understanding of the wider world. Children attending the before- and after-school club follow instructions well. For example, they calmly collect their belongings and understand that leaving bags on the floor is a hazard and not safe.

### Outcomes for children are good

Children learn to hear and say initial sounds in words and find their name at snack time. This helps to develop their early reading and writing skills. Children show a growing understanding of written numbers. For example, they successfully park cars in the correct numbered parking bays. Children develop skills that prepare them well for the next stage in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY429414
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10068784
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	The Kindergarten at St. Joseph's Limited
<b>Registered person unique reference number</b>	RP530780
<b>Date of previous inspection</b>	13 September 2013
<b>Telephone number</b>	01372 720218

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 kindergarten is in receipt of funding to provide free early education for children aged two, three and four years. The kindergarten is open Monday to Friday from 8.40am to 3.10pm, during term time. The out-of-school club, known as D2D, is open each weekday during term times from 7.45am to 8.40am and from 4pm to 6pm. The setting employs 15 members of staff who work with the children, including the owner/manager who holds early years professional status. Eight members of staff hold appropriate early years qualifications at level 3 and above, including four staff members with qualified teacher status.

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