

# St Augustines Under Fives

Inspection report for early years provision

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**Unique reference number**

303481

**Inspection date**

13/10/2008

**Inspector**

Ann Sadler

**Setting address**

St. Augustines RC Primary School, Conwy Court,  
Castlefields, Runcorn, Cheshire, WA7 2JJ

**Telephone number**

01928 568936

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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

St Augustine's Pre-School has been registered since 1991. It is owned and managed by a committee made up of parents whose children attend or have attended the setting in the past. The pre-school operates from two main activity rooms within St Augustine's primary school situated within the Castlefields area of Runcorn. The pre-school is registered with the Early Years Register and can care for a maximum of 24 children at any one time. The setting is open each weekday from 09.00 to 11.30 and Tuesdays and Thursdays from 12.30 to 14.55 during term time only. Children have access to a secure enclosed play area and use of the school hall.

There are currently 18 children aged from two to under five on roll. Of these 15 children receive funding for nursery education. Children come from the immediate and surrounding area. The pre-school effectively supports children with learning difficulties, disabilities and children who speak English as an additional language.

The pre-school employs four staff. Of these, three including the Supervisor hold appropriate early years qualifications. One member of staff is working towards additional qualifications.

The setting receives support from the Quality Support Teacher and is a member of the Pre-School Learning Alliance

## **Overall effectiveness of the early years provision**

St Augustine's pre-school is a happy and established pre-school. It has recently undertaken a commitment to improve the children's learning and development by assessing children on a regular and individual basis. The staff is now recognising the need to use these assessments to plan for the next stage in learning. Whilst all staff are Criminal Records Bureau (CRB) checked and the children are well cared for, there is a need to formalise the recording systems for safeguarding and to ensure that staff have up to date Child Protection training. The pre-school is committed to ensuring that the service provided is fully inclusive.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- have the CRB numbers, for all members of staff, available on site in a checklist
- ensure that all staff take part in Child Protection training
- improve the rate of the children's Learning and Development by ensuring that the next step for learning is identified alongside the assessments.

## **The leadership and management of the early years provision**

The pre-school supervisor and her deputy provide the setting with an effective and united leadership. They know the children and their families well and this helps to meet their needs. All children are provided with a well-organised and purposeful environment into which they settle comfortably each morning.

The supervisor works hard to communicate with parents both formally and informally, by chatting at the start of the day and by sending home information about topics, which the children are going to cover. This term the pre-school has improved systems for the sharing of information with parents, to ensure that children's individual needs are met. Liaison with professionals to support individual children and the group as a whole, via the Quality Support Teacher is also on going.

Despite a relatively short period of time since the last Inspection, the staff, led by the supervisor, has been successful in addressing all the issues from the last Inspection. They are not complacent, however, and with a background of regular staff meetings, are now ready to adopt a much more formal approach to self-evaluation. They do this in the knowledge and understanding that this will bring about further benefits for the children that they care for.

All staff at St Augustine's pre school have been checked, to ensure their suitability to work with children. However, the way in which this information is recorded is not as robust as it should be. Similarly, whilst a child protection policy is in place, staff need to update their training to ensure compliance.

## **The quality and standards of the early years provision**

Children enjoy their time at St Augustine's Pre-School. They behave well, play confidently and happily, and their parents say that they don't want to go home. Generally, they are making satisfactory progress towards the Early Years Foundation Stage. Their progress is attractively demonstrated in the records of photographic evidence, which each key worker now keeps for each individual child. Key workers also carry out individual assessments on a regular basis and staff are fully aware that the children's progress will be accelerated, once the next steps for the child's learning are more regularly identified and planned for.

Daily routines, such as counting how many youngsters are present and identifying the initial sound of the child's name, help the children to develop an understanding of number and early phonics. Children help out at snack time and readily tuck into healthy snacks in the knowledge that milk is good for them. They develop skills of personal and social development by doing tidying jobs, caring for each other and by working and playing co-operatively together. The children love exercising outside on their bikes. They also have access to a secure outside area, where they have planted flowers, which they are proud of. Next, they plan to grow and cook vegetables. In these ways the children are extending their learning and development and they are also making a positive contribution to the community. Further examples of their community involvement lie in their charity fund-raising events, such as the sponsored toddle.

The Pre-school organises its own risk assessments and fire drills, in addition to taking part in those arranged by the school. This means that these youngsters not only know how to evacuate the building safely but can do so without anxiety.

The group do possess computers but these were not in action during the time of the Inspection. More frequent access to information technology would help the children prepare further for their future economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration or the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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