

# St Augustine's Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	127577
<b>Inspection date</b>	01/10/2009
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<b>Type of setting</b>	Childcare on non-domestic premises



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## 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*.

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## **Description of the setting**

St Augustine's Nursery has been operating for over 20 years. The setting is registered by Ofsted on the Early Years Register and operates from two rooms in a detached building in Tunbridge Wells, Kent. The setting is accessible and all children share equal access to an enclosed outdoor play area. The nursery is open from 09.30 to 15.00 on Mondays, Tuesdays, Thursdays and Fridays and from 09:30 to 12:30 each Wednesday during term times only.

A maximum of 30 children may attend the nursery at any one time. There are currently 49 children aged from two to under five years on roll. Children come from the local and wider community. The nursery currently supports a number of children with special educational needs and also a number speaking English as an additional language.

The nursery employs six staff. The majority hold appropriate early years qualifications. There is one member of staff working towards a qualification. The nursery provides funded nursery education for three and four-year-olds and receives support from a range of local authority early years professionals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The unique needs and interests of the children are promoted very well by practitioners who support their welfare and learning effectively. All children are able to explore the play environment within safe boundaries and have secure relationships with the adults who care for them. The partnerships with other settings, professionals and parents clearly promote the learning and welfare needs of the children. The setting's capacity for maintaining continual improvement is good. An in-depth focus on the strengths of the provision and areas for development result in clear priorities to promote effective outcomes for children.

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

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

- ensure the record of the risk assessment covers everything that a child may come into contact with, for example, the various aspects of the outdoor play area.

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

The welfare and safety of all children is promoted effectively. Practitioners have an up-to-date understanding of the local procedures for safeguarding children and important guidance to refer to should they have a concern. Good use of risk



assessment and regular daily checks help to keep children from harm. The record of the risk assessment for the outdoor area does not include everything that a child may come into contact with, although this area is risk assessed every day to promote children's safety at all times. Effective procedures are in place to help ensure that all adults coming in to contact with the children are suitable to do so and all practitioners working with the children are suitably vetted. These measures help to ensure that children's welfare continues to be the group's priority.

The provision strives for improvement wherever needed and managers are keen to ensure their practice is of a high standard. For instance, all the required policies, procedures and records are in place and complemented by additional guidance and regular updates. Staff training needs are addressed regularly and the whole team are committed towards achieving effective outcomes for each and every child. Space is used wisely and resources are situated effectively to ensure the learning environment is equally accessible to all children.

Inclusive practices are very evident within the provision and practitioners work hard to meet the needs of every child and respect parental wishes. Children speaking English as an additional language and those with special educational needs are well supported and their additional needs met. The support in place helps to ensure that all children progress well and enjoy the play environment equally. The setting actively works alongside parents, carers and other professionals in an inclusive manner, which benefits the children attending.

The process of self-evaluation is good. The Ofsted document is used effectively as a working tool to identify what the setting does well and to inform action plans for future improvement. The group is currently working on developing the outdoor play space, the visual boards around the setting and the systems to monitor staff performance. The views of parents and children are all included in the self-evaluation process. Good partnerships are forged with other settings to support children's learning and development consistently and an effective partnership with local schools provides children with smooth transitions into school life.

An excellent partnership with parents and carers greatly enhances children's welfare and learning. For example, parents are provided with an exemplary range of information, beautifully displayed and appealing to view. A clear two-way flow of information is shared, parents are actively involved in their children's learning and contribute to their development records. For example, they can visit to share their special knowledge and skills and continually contribute to the planning process to enable practitioners to build on home experiences. Parents feel the setting offers excellent care and their children, some of whom are relatively new to the setting, are happy and making very good progress. Overall, children, receive excellent consistency of care and learning between home and the nursery environment.

## **The quality and standards of the early years provision and outcomes for children**

The early years provision is of good quality and promotes effective outcomes for the children attending. For example, staff are extremely welcoming and ensure the



rooms are laid out attractively with a wide range of toys and resources at the start of the day. These cover all areas of learning and promote children's curiosity and interest as they arrive. Practitioners are effective in supporting the learning needs of the children, for instance, by asking many open ended questions to help them think and respond with their own ideas. This promotes children's communication and language abilities. Children are exposed to very effective environmental images and print, which help them to identify play resources and make independent choices. Their creations are beautifully displayed, promoting a sense of pride in their achievements.

Positive images of diversity are included all around the setting, including in small world play, which incorporates meaningful and realistic representations of race and disability. Observational assessment is very good and begins with effective starting points from parents when a child begins at the nursery. From here children's progress is carefully charted and any gaps in their learning are quickly identified through careful monitoring. Transfer records are completed at the time a child moves on to school. Observations feed into planning for individual children, which ensures the experiences provided are based on their unique abilities and interests.

Children have every opportunity to learn about number, measure, size and shape and access ongoing opportunities to explore programmable toys and resources. These help them to discover how things work as they explore a very exciting variety. They are creative and enjoy exploring music and movement activities, painting, cooking and role play, all of which helps to promote their creative development. They are encouraged to attempt to mark make in most activities, including role play, which helps to promote their early writing skills. The experiences provided are effective in helping children develop the skills necessary to their future learning and development.

Hygiene routines are effective within the nursery. For example, children know when and why they need to wash their hands and also know that this helps to remove germs from their hands before they eat food. Those who have infectious illnesses remain at home, which helps to prevent the risk of cross infection. Snacks are healthy and include options, such as, fresh fruit and raw vegetables. Children also learn about healthy eating through wall displays, adult input and role play experiences. They usually access daily outdoor play and a good range of apparatus and physical exercise activities are in place within the setting to promote their physical skills.

Children explain how they keep safe in the setting, for example, by not running and bumping into other children 'otherwise they will get hurt.' Those new to the setting demonstrate a good sense of security as they approach staff and interact with them during play. They learn about keeping safe through a good range of learning opportunities, including visits from professionals, such as the police and fire brigade. These opportunities help children to learn about personal safety.

Children behave well and are happily engaged in the meaningful activities and experiences provided. Practitioners are good role models and encourage children to play cooperatively as they learn to share and take turns. Children respond well to praise and encouragement, for example, by smiling as a practitioner praises



them for a painting or a pizza they have just made. The behaviour management strategies clearly promote children's confidence and self-esteem.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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