



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 303481

DfES Number: 530621

### INSPECTION DETAILS

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|-----------------|-------------|
| Inspection Date | 27/04/2004  |
| Inspector Name  | Janice Shaw |

### SETTING DETAILS

|                 |  |
|-----------------|--|
| Day Care Type   | Sessional Day Care   |
| Setting Name    | St Augustines Under Fives                                    |
| Setting Address | Nigel Walk<br>Castlefields<br>Runcorn<br>Cheshire<br>WA7 2JJ |

### REGISTERED PROVIDER DETAILS

|      |                                  |
|------|----------------------------------|
| Name | . St Augustines Under Fives Comm |
|------|----------------------------------|

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

St. Augustine's Pre-School was first registered in February 1991. It is situated within St Augustine's Primary School in Runcorn, Cheshire. The pre-school has two main activity rooms, a safe and secure outdoor play area, plus the group has weekly use of the school's main hall.

There are currently 23 children from 2 to 5 years on roll. This includes nine funded three year olds and eight funded four year olds. Children attend for a variety of sessions. The pre-school supports children with special needs and those that have English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and on Tuesday and Thursday from 12:30 until 14:55.

Three part time staff work with the children. Two have early years qualifications. One member of staff is currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

St Augustine's Pre-School offers a good standard of care. Their aim to develop, encourage and build up self confidence in children, in order for them to become active problem solvers is successfully met in practice. Policies and procedures are comprehensive and well presented for staff and parents, with two minor omissions. Children and staff have a thorough understanding of the strong key worker system in place. The equipment and furniture is of high quality and well maintained. Resources are organised so that that children can easily access them allowing them to have control over their learning and be active learners. Displays are attractive and interesting and reflect a high level of child involvement.

Good attention is given to children's safety and staff promote children's awareness of good hygiene practices within their daily routines. Healthy and nutritious snacks

promote children's physical development and respect their individual dietary requirements. Staff demonstrate an understanding of the issues and procedures surrounding child protection and special educational needs. The individual needs of all children are successfully met.

Children enjoy an environment where staff are warm and caring towards them and spend their time playing and talking with them, encouraging their language development and promoting their thinking. Staff successfully meet children's individual needs and monitor their developmental progress consistently. Children's behaviour is very good, responding to the high expectations of staff, who support them with a calm, sensitive approach.

There is a strong partnership with parents. Parents are well informed about the group and the early learning goals and policies. Information on children's development is shared with parents regularly. Contact with home is maintained through newsletters and an up to date notice board.

#### **What has improved since the last inspection?**

Following the last inspection two actions were raised.

The first action required the setting to ensure that the heating did not pose a hazard to children. Wherever possible furniture is placed to prevent children gaining access to the radiators and staff are very vigilant as regards children's safety throughout the session.

The second action requested that the written complaints procedure includes the address and telephone number of the regulator. This has been completed satisfactorily.

#### **What is being done well?**

- All children are warmly welcomed as they arrive and the very good relationships between staff parents and children are evident as soon as one crosses the threshold
- The high quality interaction between staff and children is a strength of the setting. Staff have created a stimulating and caring environment in which learning can be developed. A good team spirit is evident throughout the setting.
- Safety is given a high priority within the setting, particularly when children are preparing to play outside and on the arrival and departures of children.
- Staff know the children well as individuals, resulting in children who are happy, confident and secure within the setting. Children's work is attractively displayed and shows a clear balance between adult led and child initiated work.
- Children enjoy a good range of nutritional food and drinks at snack time which give them choice as well as providing a balanced diet to promote

children's healthy growth and development.

#### **What needs to be improved?**

- the maintenance of confidentiality in the accident records
- the inclusion in the child protection policy of a procedure to follow in the event of an allegation against a member of staff.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation  |
|-----|---|
| 13  | Include in the child protection policy procedures to follow in the event of an allegation being made against a member of staff. |
| 14  | Ensure confidentiality is maintained in the accident records.   |

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

St Augustine's Pre-School provision is acceptable and of high quality. Children make generally good progress in physical development with some very good aspects, and very good progress in all other areas of learning. The setting offers a warm, friendly and caring environment in which staff provide many worthwhile activities which stimulate and motivate the children. A strong emphasis is placed on children learning through first hand experiences.

The quality of teaching is very good. Staff have very good insight into how young children develop and progress in all areas of learning. They create stimulating activities and experiences to capitalise on children's curiosity. Planning is very good with some outstanding features and one minor weakness. Clear learning outcomes are noted in the planning, alongside good supportive extension activities. The balance between adult directed and child-initiated activities is well judged. Children's independent learning opportunities at snack time and the use of larger equipment are not sufficiently fostered. Staff take great care when displaying children's work showing that it is valued. Resources and activities reflect equality of opportunity very well.

The leadership and management of the nursery is very good. The supervisor leads by example and has a clear sense of direction for the pre-school, resulting in the creation of a very positive ethos. Regular staff meetings and good staff training effectively contribute towards the professional development of the staff. Reliable systems are in place which collect detailed information about the progress of individual children.

The partnership with parents is very good. Valuable links ensure all parents are well informed of their children's progress in the setting. The staff have regular and constant dialogue with the parents on a day to day basis, and it is clear from parents responses the pre-school is greatly valued.

### What is being done well?

- The comprehensive and detailed observations and assessments of children which are used effectively to plan the next steps in children's play and learning and leads to the very good standards achieved.
- Children are confident, motivated and independent learners who engage in many activities and play opportunities of their own choice. They concentrate well at their self-chosen tasks and persevere for lengthy periods of time.
- All staff have secure knowledge of the early learning goals and a clear understanding of the ways that young children learn. They work very well as a team, compliment one another and have common aims and approaches to the work.

- Children are encouraged to learn by example and to respond to and respect their peers. Their capacity to make good relationships with others is excellent. They readily take turns, share and are very tolerant and considerate. For their age they have a very good awareness of how their actions affect others.
- Children develop their reading skills well as they recognise name cards at snack time and read small words displayed around the room. Children handle books appropriately and enjoy listening and joining in with favourite stories.

#### **What needs to be improved?**

- increase children's independent learning opportunities at snack time
- opportunities for children to develop their skills in moving under, over and through climbing and balancing equipment

#### **What has improved since the last inspection?**

At the last inspection there were three key issues identified and the progress made in meeting the targets in the action plan is very good.

The first key issue required that children's participation in activities was effectively monitored to ensure that children experienced a balanced programme. An effective key worker system has been introduced, which both staff and children understand. A monitoring form has been introduced for each child led activity ensuring that children experience a balanced programme.

The second key issue required the setting to adapt planning and teaching to ensure that all activities provided take into account the needs of the youngest and less able child, particularly in language and literature and mathematics. Since the last inspection staff have accessed training for planning and implementing the early learning goals and have piloted and introduced a new planning system. This system consistently ensures that account is taken of the stage of development of each child, particularly in communication, language and literacy and mathematical development.

The third key issues requested staff to make more regular observations of children's learning, using the notebooks already in use and to ensure children's progress is effectively assessed. Staff now write up observations into the "I Can Do" books for their key worker group and have introduced records which link closely to the early learning goals which show children's developmental progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's self esteem is nurtured through the use of the tree display, on which apples are hung recording their achievements. Children show delight when a new pursuit is presented and wait patiently for their turn. When a toy spider was introduced, children showed both eagerness and patience for their turn to use the control. They are polite and well behaved and show genuine interest in their friends and visitors, asking pertinent questions of both.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language development receives strong support, resulting in children who are accomplished communicators and negotiators. They display a positive understanding of how books are used and cared for. In the 'office' children make notes in diaries and discuss the importance of the large supply of exercise books, stating "like mum takes to college". They make good links between letters and sounds and when leaving the circle time, they each proudly announce the first letter of their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a thorough understanding of number and shape recognition. They use and recognise numbers through a range of purposeful songs, stories and activities. They have recently started work on mini-beasts counting legs and spots on insects and match wing styles and accurately record this through paintings, drawings and collage. When playing in the 'hospital' good attempts were made to calculate the number of plasters needed and the length of stay the patient required.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children display great confidence when talking about their homes and families and are able to discuss their experiences. Accurate assessments of the weather, days and dates are made and discussed in circle time. They progress their design skills well through good use of construction sets and junk materials. When using a magnifying glass to look at the insects, one child said, "it's tricky", as she made good attempts to angle the glass in order to get the spider into focus.

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| <b>PHYSICAL DEVELOPMENT</b>  |                |
| Judgement:   | Generally Good |
| Children move confidently and with good control particularly in the outdoor play area. They negotiate a range of wheeled toys safely and competently. Even the youngest child jumped into hoops competently. Fine hand skills are nurtured though good use of tools and equipment. Their experiences on larger equipment are not frequent enough. When using the parachute, children skilfully attempted to throw the ball onto the top and through the centre hole. |                |

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|--|-----------|
| <b>CREATIVE DEVELOPMENT</b>  |           |
| Judgement:   | Very Good |
| Children become absorbed when using creative media, particularly in drawing, to express their ideas. They are able to make choices and particularly good use is made of the role-play and small world materials. Children explore what happens to the water when added to the dry sand and one child explained to others that sand castles should be made with wet sand not dry sand, "but you need lots of water". They confidently remember the words of songs and sing with enthusiasm and gusto. |           |

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| <b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b> |
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## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- increase children's independent learning opportunities at snack time.
- provide more opportunities for children to develop skills in moving under, over and through balancing and climbing equipment.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*