



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 124113

DfES Number: 546178

### INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Cheryl Langley

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Augustine's Under 5's
Setting Address	Charlton Close Hoddesdon Hertfordshire EN11 8DR

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Augustine's Under 5's 233699
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### ORGANISATION DETAILS

Name	St Augustine's Under 5's
Address	Charlton Close Hoddesdon Hertfordshire EN11 8DR

## 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 Under Fives is a committee run pre-school that opened in 1973. It operates from a purpose built building connected to St. Augustine's Church. It is in Hoddesdon town centre and serves the local area.

There are currently 55 children from 3 to 5 years on roll. This includes 24 funded three year olds. Children attend for a variety of sessions. The setting supports children with special needs and will support those who speak English as an additional language.

The group opens Monday to Friday from 09:00 to 12:00 during school term times, and will operate some afternoon sessions if there is sufficient demand.

There are six members of staff working with the children. Three members of staff have early years qualifications to NVQ Level 3, one holds the Diploma in Childhood Development and Early Childhood Education, one is qualified to NVQ Level 2 and currently working towards Level 3 and one is working towards a Level 2 qualification. The setting receives support from a teacher from the Early years Development and Childcare Partnership.

### How good is the Day Care?

St Augustine's Under Fives provides good quality care for children. They are cared for by qualified and experienced staff who are committed to regularly updating their qualifications and training. There is a welcoming environment provided for all children and their families. The sessions are well organised to ensure children can choose from the various types of free-play and planned activities that are set out for them. Records, policies and procedures are accessible and confidentiality is maintained. All of the required documentation and policies are in place, except for the procedures to be followed in the event of a child being lost.

Staff have a good awareness of health and safety procedures and carry out risk assessments on a regular basis. The operational plan is in place and accessible to

parents. Children are developing good hygiene practices. They are provided with a varied and healthy diet and encouraged to try new and different types of food. The staff are aware of the need to make fresh drinking water available at all times. Staff respond to children's individual needs and interests, and use praise and encouragement, developing their confidence and self esteem.

There is a broad range of play provided for the children through planned activities and free-play, both inside the building and outside in the secure garden area. The children are learning to play well together and are supported by staff who spend time talking to the children, encouraging them to use their imagination and develop social relationships.

There is a valuable partnership with parents and the local community. Information is shared both formally and informally with parents about their children's achievements. Parents are made to feel welcome and encouraged to become involved in the pre-school. Ofsted have received very positive and complimentary feedback from parents about the staff and the care given to their children.

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

At the last inspection, the staff and committee at St. Augustine's Under Fives agreed to update documentation, to ensure they could act in the children's best interests in the case of an emergency. Emergency contacts have been obtained from parents and kept on children's records, along with consent to seek emergency medical treatment and advice.

To protect children from smoke they agreed to draw up a No Smoking Policy. This is now in place and evident throughout the building.

They also agreed to produce a statement regarding the complaints procedure. This has been implemented and includes information about Ofsted which is readily available to parents and carers.

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

- Staff provide a variety of interesting and stimulating activities for all the children. They value what children say and talk with them about what they are doing. Staff are deployed so that they can support children's play and learning whilst at the same time allowing children space to explore and play freely. A selection of resources and activities are provided which allow children to build on their natural curiosity as learners and make progress in their development. Children enjoyed choosing their different sized containers to dip into the large pit of dry pasta, making loud noises with the pasta as the pieces crunched together, helping each other fill the different size containers, taking turns to pour the pasta out at different heights to see and hear it fall back into the pit or picking up the different sizes and shapes of the hard pasta and comparing the differences.
- Staff are committed to ensuring they have the correct qualifications and training, and are continuously updating these to support the care and learning

of the children. Staff have a good understanding of child protection, first aid, special needs and behaviour management.

- There is a commitment to inclusion and children with special educational needs are fully supported. They work in close partnership with their parents, and where necessary other professionals.
- A very strong partnership with parents has been developed. They are kept informed about their children's progress and the pre-school activities through the notice board, regular formal and informal meetings or outings. Records can be shared at any time. There is a high level of parental support and commitment to the pre-school.

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

- the accessibility of fresh drinking water throughout the session
- documentation, to include a statement of procedures in the event of a child being lost.

#### **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
2	Make sure a statement is in place outlining procedures to be followed in the event of a child being lost.
8	Make sure that fresh drinking water is available to children at all times.

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

### **How effective is the nursery education?**

The provision for nursery education at St. Augustine's Under Fives is good. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound understanding of the Foundation Stage and have attended various courses. They have a good awareness of how young children learn. Staff plan and deliver a broad range of activities and learning opportunities which promotes development in all areas. Further development of assessment records will enable staff to effectively plan the next steps to help children make progress towards the stepping stones and early learning goals. Staff interact sensitively with the children and they know them well. They ask questions to make children think and extend their learning. Behaviour is good and staff frequently praise and encourage children on their achievements.

Leadership and management is generally good. Staff work well together as a team and are aware of their roles and responsibilities. They attend frequent staff meetings to discuss the children's learning and have a positive working relationship. Staff are committed to improving the care and education for all children through on-going training and careful monitoring of the provision. Annual appraisal systems are in place.

Partnership with parents is effective. They are provided with good quality information about the setting and have attended a Foundation Stage evening. Parents are encouraged to contribute to the nursery in any way they can including being part of the committee and coming into sessions to help. They are made very welcome and are able to talk to the friendly and approachable staff daily about their children's learning and progress.

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

- Staff plan and provide a wide range of interesting and stimulating activities. They work well together as a team and are committed to providing good quality care and education for the children.
- Children's personal, social and emotional skills are fostered well. Staff are forming strong relationships with the children. Behaviour is good. Children are learning to share and take turns and they respond well to the staff's clear guidance and praise. They are encouraged to be polite and have good manners.
- Children's physical skills are being developed well. Children have a spacious outside area and they have opportunities to use a selection of large and small equipment which helps develop their muscles.

What needs to be improved?
<ul style="list-style-type: none"> <li>● the provision of activities and experiences that challenge the more able children within the areas of communication, language and literacy and mathematical development</li> <li>● procedures to develop the planning system to ensure observations and assessments are used to inform future planning of the next steps in the children's individual educational programme.</li> </ul>

What has improved since the last inspection?
N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are involved in their play and are keen to learn. Staff are developing good relationships with the children. Behaviour is good in response to realistic expectations and sensitive management by staff. Children are encouraged to be polite and respectful and are learning right from wrong. They practise their independence skills as they give out snack, and are encouraged to tidy up. Children are introduced to the local community through visits and visitors to the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enjoy singing songs and rhymes. They listen and respond with enjoyment and attention to stories particularly in a small group. They discuss real and imaginary events as they play and work. Younger children are beginning to recognise their name and more able children are beginning to write some recognisable letters. However, there are missed opportunities for children to practise their mark making skills freely.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are provided with many opportunities to count through everyday routines such as counting how many children are in the group at registration. They enjoy singing number rhymes and songs. Children develop their mathematical thinking through stimulating activity packs which have been put together by staff. Compare bears help with matching, sorting and sequencing. There are limited opportunities for children to practise their calculation skills through planned activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and investigate objects and living things. They observe the growth of the hyacinth bulbs they plant for Mother's Day and look at photos of themselves as babies and how they have grown. They explore change as they mix ingredients to make runny dough and bird feeders. Children are introduced to festivals as they make Divali lamps and fortune cookies for Chinese New Year. There are few opportunities for children to freely assemble and join materials.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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A variety of physical play equipment such as a climbing frame, tunnel and wheeled toys, allows children to develop their large muscles and skills of movement. They show awareness of space, of themselves and of others both inside and outside. They have an understanding of basic hygiene routines and they learn about healthy eating as they discuss healthy foods. They develop their fine motor skills using, toys, puzzles and construction kits. Children enjoy manipulating play dough.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children explore colour and texture through a range of planned art and craft activities such as printing, collage and making pasta necklaces. Through topic work children enjoy creating collage fish for a wall display of under the sea. Children engage enthusiastically with the role play materials acting out real life experiences such as using the restaurant and post office props. However, there are limited opportunities for children to independently use their imagination in art and design.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- review the provision of activities and experiences that challenge the more able children within the areas of communication, language and literacy and mathematical development
- develop the planning system to ensure observations and assessments are used to inform future planning of the next steps in the children's individual educational programme.

*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.*