



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 131737

DfES Number: 515069

### INSPECTION DETAILS

Inspection Date	19/03/2003
Inspector Name	Kate Cooper

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Augustines Playgroup
Setting Address	108 Highbury New Park London N5 2DR

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Augustines Playgroup
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### ORGANISATION DETAILS

Name	St Augustines Playgroup
Address	108 Highbury New Park London N5 2DR

## 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 Play group is an established provider of sessional day care for children between the age of three to five years in the London Borough of Islington. The group is managed by a voluntary committee of parent's who are responsible for policy making and staff recruitment. The accommodation comprise of two large group rooms situated inside of St Augustine's Church building. The premise is well maintained throughout and features a kitchen and self enclosed outdoor area. There are four qualified and experienced staff employed to provide care and education to the 24 children the group are registered to have. Children are mainly received from the local area and attend the session during the opening hours of 09:30 am to 12:00 noon Monday to Friday term time only. Most of the older children are in receipt of funding and this includes those who speak English as a second language. The group provide an educational program of activities that supports children's learning within the foundation stage of learning, the Early Years Partnership provide guidance in this area.

### How good is the Day Care?

### What is being done well?

### What needs to be improved?

### Outcome of the inspection

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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

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

Children are making generally good progress towards the early learning goals. The space available to the children is well planned with a good range of resources available. The short session is well planned with a balance of adult directed and child initiated activities.

The teaching of the children is generally good, and staff demonstrated a sound knowledge of the early learning goals, although some staff are less secure in extending children's vocabulary. The manager has a secure knowledge of the early learning goals, and is a good role model to staff. Curriculum plans are effective, and assessments of children are used to plan for their individual development.

The manager has a strong sense of her role. Staff are supported, and there is an open dialogue between herself and staff. Systems are in position to ensure continuing monitoring and evaluation of the provision. Staff attend a range of training offered by the Early Years Development and Childcare Partnership (EYDCP) and other professional training.

The partnership with parents is very good, and is a strength of the group. Parents help on a daily rota, and support staff in the delivery of the early years curriculum to the children in a stimulating and imaginative way.

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

- Staff provide a child centred environment, with a range of activities to stimulate the children's interest.
- The group has a strong partnership with parents which enriches the curriculum that is offered to the children.
- The group's short session is well organised to give the children a balance of activities, both inside and out.

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

- staff awareness and commitment for extending children's vocabulary in all areas of the curriculum.

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

Improvements since the last inspection have been generally good. The group now has staff that are trained, and some are working towards further qualifications. Behaviour management now has a high priority, and children are well grouped to ensure they gain the maximum from activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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children are making generally good progress in personal social and emotional development. They are confident interested and motivated to learn. They have growing independence and form good relationship with their peer group and adults.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are making generally good progress in communication, language and literacy. They communicate well with their peer group and adults. They are supported by accessible materials and a range of purposeful activities, which encourages them to draw, write and paint when communicating their ideas. They can link sounds to letters, when recognising their name and letters of the alphabet.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in mathematical development. Through cross curricular activities they are able to count, recognise numbers, shapes and to solve practical problems in addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are making generally good progress in knowledge and understanding of the world. They can skilfully build and construct, they explore change and differences by observation of plants and human growth.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in physical development. They use a range of equipment and show increasing proficiency using both large and fine equipment to support their learning.

### CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in creative development, and are able to express themselves in a range of mixed media, music and sensory activities.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **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**

- Securely evaluate and monitor progress in the provision for nursery education to ensure balance and consistence in teaching.

*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.*