

St Augustines School Pre-school

Inspection report for early years provision

Unique reference number 507658
Inspection date 27/09/2010
Inspector Parm Sansoyer

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Type of setting 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 Pre-school opened in 1982. It operates from a classroom within St Augustine's Catholic Primary School in Radford, Coventry. Children have access to a fully enclosed outdoor play area. The provision is open to the local community and surrounding areas.

A maximum of 24 children from two to under eight years may attend the setting at any one time. There are currently 45 children on roll. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old.

This setting is able to support those who speak English as an additional language. The group is open each weekday during the school term from 8:30am until 3:15pm. Children attend for a variety of sessions.

Six staff work directly with the children, of whom all are qualified. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy this exciting environment and make good progress in their learning and development. Staff are experienced and knowledgeable. Learning plans for individual children and their needs are mostly effective. All children are valued and display a strong sense of belonging and form positive relationships with others. All children are supervised well, kept safe and fully safeguarded because all of the staff team have good knowledge of child protection issues. Relationships with parents and carers and other settings and agencies involved with the children are strong, ensuring that the needs of all children are well met. An effective self-evaluation process ensures a rigorous monitoring system to help improve outcomes for children is in place and highlights areas for improvement, such as the resources in the role-play area. Consequently, the setting is well placed to improve further in the future.

What steps need to be taken to improve provision further?

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

- extend further the indoor role-play area to help increase children's learning by offering more challenging resources and opportunities for children to use early writing skills and extend their learning in problem solving, reasoning and numeracy skills

- plan more effectively for the needs of the more able children to help further support their learning and development.

The effectiveness of leadership and management of the early years provision

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff understand their roles and responsibilities in relation to safeguarding children. There are effective recruitment and induction procedures in place to ensure adults caring for children or having unsupervised access to them are suitably qualified and experienced. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. A well-motivated staff team supervise children well and give good priority to keeping children safe, through completing written risk assessments of the environment and any outings undertaken.

Staff show a strong commitment to promoting children's learning, development and welfare through their effective use of the Early Years Foundation Stage Framework. Planned, purposeful play and exploration both indoors and outdoors results in children being active and creative learners. Furniture, equipment and resources are of a high quality and the environment and resources managed very well in most areas of the setting, promoting good learning and development outcomes for most children. On occasions the staff do not always fully exploit the leaning potential of the resources available to fully extend the more able children.

Staff have high levels of skills, training and qualifications and are motivated and supported to further raise their knowledge. They work collaboratively within the setting to share knowledge, question practice and test new ideas. Staff clearly support the quality improvement process and recognise how these processes can extend effective practice and improve outcomes for every child.

Parents receive detailed information about the early year's provision, the curriculum and its policies. The initial induction process for all new children is carefully planned to ensure staff make the time to get to know the parents and children through collating useful information about the children's care and development. This effective two-way flow of information continues throughout the child's stay and means staff can build close relationships with parents and can offer advice and support on how best to support their children's learning. Parents are kept well informed about their children's achievements and progress through open days and children's written 'learning journeys'. Strong links with the school means children's educational needs and their well-being is supported well during the transition from pre-school to reception. Partnerships with other agencies, including the children's centre, offer a valuable resource for parents and children.

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

Children really enjoy their time here and are happy and confident. An extensive range of activities offers children a wide variety of choices, and all children are fully included in events and games. Children explore the rich and stimulating learning environment both indoors and outdoors, which contributes to children making good progress towards the early learning goals. Children's personal, social and emotional development is a key strength and fostered very well. All children develop close relationships, which are warm and caring with both adults and each other. Children develop autonomy and a disposition to learn as they freely work independently and with their peers. They show a real sense of belonging and thoroughly enjoy the routine, as they quickly respond to the whistle and eagerly get ready for their story.

Children's communication, language and literacy skills are supported well. Children benefit from time devoted to developing their spoken language. They develop their listening skills through sharing conversations and their stories, both one-to-one and in groups. The environment is rich in print and children learn to recognise their name by self-registering in the morning and finding their name at snack time. This helps them learn that print carries meaning. All children are encouraged to develop early literacy skills. For example, many boys who prefer being outdoors develop an interest in early writing skills as they use clip boards and writing materials whilst pretending to fix cars in the garage. A cosy book area, along with a daily story session develops the children's fondness for books and stories.

The children's knowledge and understanding of the world is supported well. Children access an exciting range of interesting resources to explore and investigate. For example, discovery baskets which include everyday items, fabrics and metal objects encourage children to use their senses and question what they have found. A light box and torches, which are favourite items with the children, help them learn and investigate how light illuminates certain objects. Children engage in a range of experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. Children become familiar with technology as they begin to use the computer to support their learning and use digital cameras. Children are introduced to a range of cultures through books, puzzles, visual aids and a variety of resources as they play.

Children's problem-solving, reasoning and numeracy skills are building well. They seek patterns, make connections and recognise relationships through counting, sorting and matching games. They use sand and water to investigate ideas such as 'weighing' and 'measuring', and to consider concepts such as 'floating' and 'sinking' through meaningful, practical experiences. They enjoy a wide range of resources to express their creativity and imagination, such as play dough and musical instruments, which are made freely available. Children enjoy the indoor role-play area and are often seen adopting roles and making dinner for their friends. However, overall it lacks challenge and does not successfully encourage children to use early writing skills or extend their problem solving, reasoning and numeracy skills, during play.

There are effective hygiene practices in place to prevent the spread of infection and the environment is kept clean and hygienic. Children are provided with a healthy and nutritious snack mid-morning and begin to develop an understanding of making healthy choices when they eat and drink. They are developing healthy habits through taking part in daily physical activity outdoors at the beginning of each session and regular dance and movement classes indoors. Children are well behaved and there are high expectations of behaviour and children develop good habits, due to the constant praise and encouragement they receive. Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe as they move around freely. Children work well independently and with their peers, showing that they know how to negotiate and cooperate effectively. The skills children learn at the setting contribute significantly towards helping children develop skills for the future.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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

Outcomes for children in the Early Years Foundation Stage	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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