

St Augustine's Children's Centre 2 Years Project

St. Augustine Primary School, St. Augustines Road, BELVEDERE, Kent, DA17 5HP

Inspection date

Previous inspection date

10/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

1

The contribution of the early years provision to the well-being of children

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- An extensive range of stimulating resources and activities are available in the indoor and outdoor environments. These are stored at low level enabling children to choose what they would like to play with. This encourages independent choice and decision making skills.
- The staff team's thorough understanding of children's individual needs effectively enhances their care, learning and development through a balance of child initiated and adult led activities.
- Staff give high priority to children's communication and language skills.
- Children form secure attachments with staff, showing high levels of confidence, independence and curiosity as they become absorbed in the rich and varied play experiences available.
- Children are cared in an extremely safe and secure environment where highly effective risk assessments ensure their ongoing health and safety.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector sampled key pieces of documentation such as child records, attendance records, planning documents and accident and medication records.
- The inspector took into account the views of parents.
- The inspector looked at children's assessment records and discussed how staff are using these to support children's individual learning and development.
- The inspector discussed the setting's self evaluation systems to ascertain how they are evaluating the provision to enhance outcomes for children.
- The inspector spoke to members of the staff team throughout the inspection.

Inspector

Lara Hickson

Full Report

Information about the setting

St Augustine's Children's Centre registered on the Early Years Register in 2012. It provides funded nursery places for two-year-olds, offering care on weekdays from 12.30pm to 3.30pm, term time only. Currently there are 11 children on roll aged between two and three years. Children use a classroom within the school and have supervised access to other areas within the school and children's centre. Children have access to toilet and wash facilities near the playroom and a secure outdoor area. The provision supports children who have English as an additional language and children who have special educational needs and /or disabilities. The provision has good access for all service users. The two year project employs three staff, including the supervisor. All staff hold appropriate early years qualifications with one member of staff having Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- share photographs of children's family, favourite people and pets to enhance communication and language skills with particular regard to children with English as an additional language or speech and language delay

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff team have highly effective procedures in place to ensure that they meet individual needs of children and their families. They demonstrate an excellent understanding of how young children learn through play and use their individualised observations to plan effectively for each child's stage of learning. Staff use a published practice guidance document accurately to assess children's initial starting points. They use this baseline assessment extremely comprehensively to plan the next steps in their learning to support them to make further progress. Initial activities are planned using this assessment and using information obtained from parents on what their children enjoy and what they can already do. Parents are highly involved in their children's learning and the shared partnership between the staff and parents exceptionally enhances children's development. For example, parents are supporting children's social skills at home such as sharing and turn taking. They are extremely complimentary about how the ongoing support from staff has encouraged and supported their children's progress in this area.

Staff demonstrate a very secure knowledge and understanding of the learning and

development requirements. Children have access to an extensive selection of activities and resources and this encompasses the indoor and outdoor learning environments. These challenge and stimulate children's individual learning extremely well and support them to progress to the next stage. Resources are stored in low-level storage trolleys and in clear, toy boxes on low level shelving units, enabling children to select these independently. These have pictures of each toy together with the corresponding word to support children to find resources and start seeing print in meaningful situations.

Staff sit alongside the children offering support and encouragement as needed but know when to sit back and allow children to investigate and discover for themselves. Staff encourage children extremely well to think critically in their learning, for example, by talking about solving problems and suggesting ways to find solutions. As a result children are developing extremely good problem solving skills, for example, as they complete simple tray puzzles. Children are supported in developing these skills by staff who ask simple questions on how children can fit the different pieces into the corresponding spaces. In some situations, for example with the younger children, they role model how to turn a piece of puzzle around so that it fits into a specific space. Lots of vocabulary is introduced to children during these activities such as names of colours, simple counting, shapes and names of objects such as vehicles and animals. Children's learning is extended further where appropriate as staff ask the older/more able children lots of open-ended questions. Children enjoy listening to stories and singing songs and rhymes and enthusiastically join in with staff who incorporate actions to develop further physical skills. Children happily choose and share their chosen books with staff and snuggle up next to them to listen to stories. Staff skilfully extend children's language and communication skills as they introduce extensive new vocabulary to the children. Photos of the children enjoying different activities are displayed in the setting and fabulous scrapbooks have been put together by the staff team showing children absorbed in the different areas of learning in the indoor and outdoor environments. However currently these photos only involve children attending the setting and do not include photos of people or animals that are special to the children to further enhance communication and language skills, particularly for those children with English as an additional language or speech delay.

Children benefit from a highly effective balance of child-initiated and adult-led learning opportunities and are greatly encouraged to explore and investigate for themselves. For example, a couple of children find some sand timers and are absorbed in watching the sand disappear over the course of time. They learn about concepts of time and are introduced to new language such as faster and slower. Staff ensure that these experiences are appropriate to the children's individual ages and stages of development and help them develop skills for their future learning. For example, staff extend the sand timer activity for the older/more able children, encouraging them to see how many times the sand will disappear in the faster sand timer than the slower one. Overall, children are developing excellent skills in preparation for their next steps in learning.

The contribution of the early years provision to the well-being of children

Children benefit from the extremely close, nurturing relationships that they have formed with their key person and the staff team within the two year project. These exceptionally strong emotional attachments with staff enable them to feel happy and secure in the bright, stimulating and welcoming environment. Staff are highly affectionate and caring in their approach which encourages children to establish extremely close relationships with them. Their clear understanding of children's unique characters and needs really supports and promotes this. Children actively approach staff to share activities and staff are extremely responsive to their needs. Staff work very closely with parents to support children's transition from their home setting into the two year project. For example, settling-in procedures are highly effective and unique to each child which really supports children to feel secure and confident in their new surroundings. Staff plan settling-in sessions with parents encouraging them to explore the new surroundings and activities with their children. As children start to feel more confident and explore their new environment independently, staff complete paperwork with parents in full view of the children. All parents are encouraged to settle their children into each session and, as a result, children separate extremely well from them.

Staff support children's personal, social and emotional development exceptionally well and children demonstrate excellent levels of self esteem and confidence. Children receive continual praise and encouragement from staff as they achieve a new milestone or attempt new tasks. For example, they show extreme delight when children with limited language start to say a whole range of new words. Staff responses support children to feel highly valued and this promotes their confidence and self-esteem. Children are happy and content in the bright, stimulating environment and generally behave very well. Staff support sharing and turn-taking skills exceptionally well, encouraging the children to develop very positive relationships with each other.

Staff support children to feel and keep safe. Children practise fire evacuation procedures regularly to ensure that they are aware of the procedure to follow in the event of an emergency. Fire drills are fully logged and any concerns that arise are fully assessed to ensure that children's safety continues to be fully promoted. Staff support children to take risks in their play whilst also emphasising how to keep safe. For example, when children use the large climbing apparatus in the outdoor area staff provide clear guidelines on how they can enjoy the activity whilst keeping safe. They support children to give each other enough space to climb up the ladders which minimises a child being accidentally hurt as children swing their legs out as they climb.

Stringent hygiene routines protect children from cross infection. Children manage their own hygiene and personal needs with encouragement and support from staff. For example, they wash their hands thoroughly before participating in snack time and receive explanations of why this is important to avoid germs in their tummies. The setting supports children to develop an understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. Children enjoy a healthy, well-balanced selection of snacks which are in line with individual dietary requirements. Children develop very good independent skills at snack time as they pour their own drinks and choose and chop up their own fruit and vegetables. Children choose from a wide selection of fruit and vegetables and have the opportunity to chop this with help from staff. This extends their communication and language skills as they have choices

over what they would like to eat and learn the names of the different snacks.

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

The setting demonstrates a comprehensive understanding of the welfare and learning requirements of the Early Years Foundation Stage. There is a lovely, happy feel to the setting and this is largely as a result of the welcoming, friendly and caring staff team.

Comprehensive procedures are in operation for safeguarding children. For example, robust recruitment procedures ensure staff suitability to work with the children, ensuring they have the qualification and skills to promote children's welfare and learning. Extensive induction procedures ensure that staff understand the policies and procedures and effectively put these into practice in their work. All staff demonstrate a comprehensive understanding of their responsibilities with regards to recording and reporting any concerns relating to child protection. They implement the Local Safeguarding Children Board procedures extremely well. Extensive policies are in operation and include procedures relating to the use of mobile phones and cameras within the setting. Staff supervise children extremely well during activities within the indoor and outdoor environments. This effectively supports children to feel and keep safe. Highly effective written risk assessments are in place and these are reviewed on a regular basis to ensure that any hazards are identified to minimise risks to children. For example, following a recent accident in the outdoor area, staff have thoroughly risk assessed the activity where the accident occurred to ensure that it continues to be safe for the children to use.

The setting demonstrates a very good capacity for improvement and continually reflects on the service it provides. The staff team demonstrates a strong commitment to developing their practice through further training and development. One member of staff has already completed the Early Years Professional status and other staff are planning to further their knowledge through additional courses. Staff complete refresher training on safeguarding and paediatric first aid and the well organised rolling programme ensures that staff knowledge is thorough and up-to-date. Personal development plans are in place and together with regular supervision effectively highlight personal training and professional development needs. From discussion, it is evident that the staff team are fully aware of the setting's strengths and areas for further development. New initiatives planned include introducing parent and child cookery sessions and a Forest school area. The setting undertakes regular reviews of the learning environment and activities undertaken with the children ensures that they continue to provide appropriate challenge and interest to all children. Staff make alterations and add additional resources as required to further enhance children's enjoyment and learning.

There are highly effective systems in place to develop close partnerships with parent/carers to fully meet the individual needs of the children attending the setting. The staff team demonstrate a comprehensive understanding of each child's unique needs and are extremely responsive to individual characters and requirements. Detailed information is recorded on child record forms regarding individual requirements including medical,

religious and linguistic needs. Parents are extremely positive in their feedback about the setting and praise how well the staff team have helped them to extend their child's care and learning in their home setting. For example, parents comment that ideas on behavioural strategies used at home have supported their children's concepts of sharing and turn taking. The setting has formed exceptional partnerships with other agencies and this really enhances the support they can provide for children and their families. For example, the setting works closely with Family Liaison workers, Health Visitors and other medical professionals. Staff are aware of the impact on parents as children move on from this one year project and actively work with other professionals to support parents and their children with these transitions. Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are in place and available for inspection.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY454554
Local authority	Bexley
Inspection number	919137
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	11
Name of provider	London Borough of Bexley
Date of previous inspection	not applicable
Telephone number	02030455093

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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