

St Augustines Under Fives

St. Augustines RC Primary School, Conwy Court, Castlefields, RUNCORN, Cheshire, WA7 2JJ

Inspection date

23/04/2014

Previous inspection date

13/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The settings is very well resourced and organised. Children are able to make choices about what they play with and staff support children to manage their self-care skills. Therefore, children are gaining independence.
- Staff use effective teaching strategies to support children's development across all areas of learning. As a result, children are progressing well from their starting points.
- Partnerships with parents are strong. Staff have a range of ways to involve parents in their child's learning and this ensures children continue their learning at home.
- Managers and staff have a very good understanding of safeguarding. There are a comprehensive range of policies and procedures in place and they attend regular safeguarding training. Therefore, children are very well safeguarded while at the setting.

It is not yet outstanding because

- Sometimes staff miss opportunities to take learning further, particularly in extending children's thinking skills by consistently using open-ended questions or challenging children's ideas.
- Occasionally, quieter children are overlooked by adults, as a result they do not always have their confidence fully promoted.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms and outside.
- The inspector held a meeting with the manager.
- The inspector spoke to parents on the day of the inspection and also took parents' written comments into account.
- The inspector checked staff qualifications and evidence of their suitability, a sample of policies and procedures and risk assessments.
- The inspector looked at children's assessment records, tracking information and planning documentation.

Inspector
Anne Parker

Full report

Information about the setting

St Augustines Pre-School was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within St Augustines Primary School, in the Castlefields area of Runcorn. It is owned and managed by a committee of parents. The nursery serves the local area and is accessible to all children. It operates from two rooms within the school and there is a shared enclosed area available for outdoor play. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, 9am to 12noon and Tuesdays and Thursdays from 12.30pm to 2.55pm during term time only. There are currently 20 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- extend children's thinking skills further by using thinking language and open-ended questions, or by challenging children's ideas
- increase opportunities to further engage quieter children in adult-led activities with a view to developing their confidence.

Inspection judgements

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

Children are happy and well motivated during their time at the setting. The quality of teaching is consistently good, as staff use effective strategies to promote children's learning. For example, they skilfully model good language and communication skills, extending children's sentences and introducing new vocabulary. Children's language and communication skills are, therefore, progressing well, given their starting points. Staff regularly use numbers and mathematical concepts during play and everyday activities. For example, they play number matching games and count the beads in a peg game. Furthermore, staff support children to think about why some buckets of sand are heavier or lighter than others. As a result, children are developing good mathematical skills. Staff engage sensitively in child-initiated play and generally use opportunities to extend children's learning. However, staff sometimes miss opportunities to take learning further, particularly in extending children's thinking skills, as they do not consistently use thinking language and open-ended questions or challenging children's ideas.

Staff closely observe children and assess their learning and development regularly. Observation records and assessments are very clear, detailed and well presented in a variety of files, which parents have access to at all times. There are learning journey files which contain a range of well annotated photographs, linked to the areas of learning. Staff skilfully plan a range of activities to meet the individual needs of each child and as a result, children are all making steady progress towards the early learning goals, and some children are exceeding expectations. For example, staff provide reading books for children who are developing their reading skills. Furthermore, children gain skills and motivation for their move to school.

Staff collect a wide range of information from parents to establish children's starting points. In addition, during their first few weeks at the setting, staff comprehensively observe children. This helps staff find out precisely what children are capable of and enables them to appropriately plan suitable activities. Staff use a range of strategies to involve parents in their children's learning. For example, parents are provided with regular information about what the children are working on, with suggestions on how they can continue this at home. Children borrow books to take home and also activity bags, which contain a range of play materials along with ideas about how parents can use these with their children. Parents comments are very complementary about the setting and how well their children are developing as a result.

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

Staff know the children well because they talk to their parents regularly to share information. There are good strategies to help children form attachments with adults at the setting and to make friends with each other. Therefore, children settle quickly at the setting and enjoy the time they spend there. On the whole, children demonstrate that they are confident and feel secure. However, a few quieter children are occasionally overlooked by staff and as a result, their confidence is not as well developed. Children are very well prepared for their move into school as there are effective links in place to ensure that staff work together. Staff and children use various facilities within the school including a sensory room and nappy changing facilities. Visits to the classroom are arranged so that children can experience the environment and meet the staff and there are ongoing discussions about what to expect when they move. Furthermore, the outdoor learning environment is shared with the school's foundation stage unit so children meet the teaching staff frequently. Staff give clear and consistent messages about appropriate behaviour and use gentle reminders to ensure children stay safe. Therefore, children behave very well.

There is a well established key person system in place and parents know who their child's key person is. Children spend time each session with their key worker, including snack times, this helps to build effective relationships. Staff support children appropriately to manage their own care needs, in relation to their age and ability. There are opportunities for children to practise self-care skills. For example, as they dress up in their favourite character outfit, they help each other with fasteners. The setting is very well resourced and organised so that children are able to make choices about what they play with and how they play. As a result, children are becoming independent and developing the skills

they will need for the next steps in their learning.

Healthy Lifestyles are very well promoted at the setting. Staff provide healthy snacks for the children and talk frequently about the importance of keeping themselves healthy. They discuss dental health regularly and have good routines in place including hand washing. Children have daily access to fresh air as they play outside, where they are able to run and climb and as a result, children have a good understanding about how to keep healthy.

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

Managers and staff have a clear focus on protecting children. There are a good range of policies and procedures in place and these are shared with parents through a helpful display near the entrance. Recruitment and selection procedures have a sharp focus on safeguarding children and all staff undertake a thorough induction process, which includes safeguarding issues. Managers have procedures in place to ensure staff continue to be suitable to work with children. Staff also attend regular safeguarding training and as a result, are clear about what they should do if they have any concerns about the welfare of a child. The premises are secure, ensuring that visitors are monitored and children are unable to leave without an adult. Staff carry out regular risk assessments and there are good systems to record and monitor accidents and incidents. As a consequence, children are very well safeguarded at the setting.

Managers are very clear about their responsibilities to monitor the educational programme and the quality of teaching. Assessments are monitored closely to ensure they are accurate and consistent. Staff have regular one-to-one meetings and staff meetings where they discuss the progress of individual children and plan for their future development. Careful tracking ensures the progress of all children is followed closely ensuring gaps in learning and development are quickly identified. Staff are supported to continue their professional development and benefit from regular meetings with managers who ensure they receive the training they need to keep their skills up-to-date, for the benefit of the children.

Partnerships with other agencies and parents are strong. Managers share information about children as appropriate and this ensures that effective interventions are put into place. The manager attends various meetings to ensure the setting is represented and able to fully participate in any support systems that are put into place for children. For example, the setting carries out activities designed by speech and language specialists to ensure children are receiving a consistent approach. As a consequence, children receive the additional support they require to make continued progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	303481
Local authority	Halton
Inspection number	876702
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	20
Name of provider	St Augustines Under Fives Committee
Date of previous inspection	13/10/2008
Telephone number	01928 568936

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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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