

# St Augustines School Pre-school



St Augustine's Catholic Primary School, Heathcote Street, Coventry, West Midlands, CV6 3BL

## Inspection date

13 March 2015

Previous inspection date

27 September 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a good understanding of how children learn through play. They provide a very broad range of interesting activities and enjoyable experiences, inside and outdoors, to support children's progress across the seven areas of learning.
- Staff target additional support for children who are working below or above expected levels. Therefore, all children including those for whom English is an additional language, make good progress in relation to their starting points.
- The successful key-person system enhances the relationships between staff, children and their families. Children settle well and build positive attachments with staff.
- Children's good health is successfully promoted as they enjoy healthy snacks and drinks. They have plenty of opportunities to be active as they play outdoors and participate in daily 'warm-up' exercises at the start of each session.
- Staff establish very good partnerships with parents to ensure that all children's needs are met, and to promote continuity in children's care and learning.
- Children are kept safe, because staff receive regular safeguarding training and are qualified in paediatric first aid. Staff have a good understanding of how to protect children from harm. They effectively identify and minimise potential risks to children.
- Good links with the primary school, in which the pre-school is situated, result in children being well prepared to adapt to school life.

### It is not yet outstanding because:

- Occasionally, staff do not fully support children to think critically and express their thoughts and ideas during activities.

## What the setting needs to do to improve further

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

- enhance teaching techniques so that staff are skilled at giving children more time to think and speak before asking more questions, or giving children the answers.

### Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities, indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation, and the pre-school's self-evaluation form.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Victoria Mulholland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff skilfully plan and adapt activities so that they are tailored to meet children's individual needs, interests and capabilities. Children benefit from daily opportunities to work in smaller groups, or one to one, with their key persons. There is a good balance between adult-led and child-initiated activities. Children have plenty of opportunities to explore and investigate using a variety of materials, such as, sand, water, mud and lentils. Children use magnifying viewers to look closely at patterns on shells. They enjoy watching what happens when they mix together different coloured water. Staff generally interact well with children to support their speaking and language skills. They encourage children to make links between their experiences and to make predictions. However, at times children's critical thinking is not fully supported, because staff do not always give them enough time to respond to questions and put their ideas or thoughts into words. Even so, the quality of teaching is good overall, and children are enthusiastic learners. Staff teach children to count, recognise numbers and compare quantities. Children learn mathematical language to talk about shapes, size and length. Early literacy skills are promoted well as children join in with stories, songs and rhymes. They learn to recognise letters and words, such as their own names, and begin to write and make marks with purpose. As a result, children are well supported to acquire skills in readiness for the next stage in their learning, or the move on to school.

### **The contribution of the early years provision to the well-being of children is good**

Staff are warm and encouraging in their relationships with children. Their praise and reassurance effectively supports children to develop a good sense of self-esteem. Staff are good role models and give clear guidance to children about how to behave. As a result, children learn to share, take turns, and behave well. Children learn about how to keep themselves safe. They talk about safety in their homes, and about road safety. Staff promote children's independence and personal care skills, and encourage children to try to do things for themselves. This successfully supports children to develop confidence and self-assurance, so children are emotionally well prepared for their move on to school.

### **The effectiveness of the leadership and management of the early years provision is good**

Managers have a good understanding of the requirements of the Early Years Foundation Stage. Managers and staff effectively monitor children's learning and progress, to identify areas where children need further challenge or extra support. Managers ensure that additional support is obtained from external agencies where appropriate. Managers routinely observe staff as part of monitoring and supervision processes. They identify strengths and areas for improvement or further training, to ensure good quality and consistency of practice. Managers and staff meet regularly to evaluate the provision. Effective self-evaluation accurately identifies how the pre-school can improve further to continue to enhance outcomes for all children.

## Setting details

<b>Unique reference number</b>	507658
<b>Local authority</b>	Coventry
<b>Inspection number</b>	869325
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Linda Gormley and Gill Baber Partnership
<b>Date of previous inspection</b>	27 September 2010
<b>Telephone number</b>	02476 596988 (Ext 27)

St Augustine's Pre-school was registered in 1992. It operates from within St Augustine's Catholic Primary School. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 or 3. The pre-school opens from Monday to Friday, during term times only. Sessions are from 8.30am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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