

St Augustine of Canterbury Pre-School



St. Augustine Church School, Boscombe Crescent, Downend, Bristol, BS16 6QR

Inspection date 26 March 2015
Previous inspection date 28 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff effectively assess children's interests and abilities and plan stimulating and fun activities to promote their individual learning. As a result, all children make good progress from their starting points, including those learning English as an additional language and those with infrequent attendance.
- Staff encourage effective use of the outdoor area and, as a result, children's health and well-being is promoted. Those that prefer to learn outside have access to a range of activities and experiences to support their learning in all areas.
- Staff involve parents effectively in children's learning. Highly effective methods for celebrating children's interests and achievements at home and pre-school support a good two-way-sharing of information. Subsequently, this strengthens relationships which support children's personal, social and emotional development.
- The manager checks staff performance through regular observations and supervision. This ensures continuous training opportunities which enhance the quality of teaching and outcomes for children, and contribute to the settings self-evaluation.

It is not yet outstanding because:

- Occasionally, changeovers between activities and parts of the routine are busy and disorganised. This makes it a little difficult for children to remain sharply focused in their play and learning.
- At times, children find it hard to move freely and independently around. Therefore, the free-flow of indoor and outdoor play that staff promote is not consistently effective.

What the setting needs to do to improve further

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

- improve the routine to minimise distractions and interruptions to children's play and learning
- enhance the layout of equipment and furniture to create more defined play areas and routes for children to move between indoors and outdoors more effortlessly.

Inspection activities

- The inspector spoke with the manager at appropriate times during the inspection.
- The inspector observed activities and staff interactions with children in the classroom and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, and planning, and checked the suitability of staff and committee members.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Dominique Bird

Inspection findings

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

The quality of teaching is good and children take part in a wide range of activities. For example, for the topic of animals, children are visited by hamsters and dogs and have real and hands-on experience of the things they have been taught about. Staff teach children a good range of skills that will aid them in their future development. For example, children bring in items from home for 'show and tell' with their friends. Children's personal, social and emotional development is encouraged during these sessions as they are confident when talking to the group. In addition, staff promote communication and language skills as children have social conversations where they learn to take turns in speaking and listen to each other. Staff skilfully extend learning by questioning children to encourage them to think deeper. There are some times in the routine where children's learning and play is momentarily interrupted as they have to negotiate space with those moving between the indoors and outdoors, and to and from different areas.

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

Children build friendships with one another and play together well. Children are interested and occupied in play and as a result, they generally behave well. Staff interact in a warm way with children. They always take time to listen and they provide cuddles and reassurance when children feel unwell or unsettled. Staff regularly praise children, which builds their self-confidence. Staff encourage children to be healthy and promote their self-care skills. For example, they wash their hands before meals, prepare fruit, and serve themselves healthy snacks. This helps children to be ready for school and helps them to develop good personal hygiene routines and learn about the importance of healthy eating.

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

Staff have a strong understanding of the safeguarding requirements. All staff are clear about the procedures they must follow if they have any concerns about children in their care. Staff who are qualified in first aid are deployed effectively so that they are on hand to provide first-aid treatment in the event of an accident or incident. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Staff work hard to build good links with local schools and organise activities to prepare the children for the eventual move on to school. Staff have a secure knowledge of the learning and development requirements. The manager has responsibility for monitoring the delivery of the educational programme, which she does well. There are effective information sharing systems, such as the website to help parents access information as and when they need it.

Setting details

Unique reference number	136075
Local authority	South Gloucestershire
Inspection number	836467
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	21
Number of children on roll	44
Name of provider	St Augustines of Canterbury Pre-School Committee
Date of previous inspection	28 April 2009
Telephone number	01179561166

St Augustine of Canterbury Pre-School registered in 1978. It is located in Downend, Bristol. The pre-school is open Monday to Thursday from 9am to 3pm and on a Friday from 9am to 12pm. The pre-school employs seven staff. Five of these, including the manager, hold appropriate early years qualifications at Level 3.

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