

St Augustine's Under 5's

Charlton Close, Hoddesdon, Hertfordshire, EN11 8DR



Inspection date

8 March 2016

Previous inspection date

21 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager leads a long standing, well qualified and dedicated staff team. Supervision arrangements ensure that staff's continued professional development is supported well. Staff are keen to complete training and enhance their knowledge and skills even further.
- The managers make good use of a system for tracking all children's progress over time. They identify any gaps in learning and quickly put in place measures to help these to close.
- Staff have a good understanding of how children learn and the quality of teaching is consistently strong. Staff provide a range of experiences that suitably meets children's individual needs and offers levels of challenge that encourage them to achieve.
- Staff share information with parents about their child's achievements. Parents report that key persons also provide them with ideas about how they can further support learning at home.
- Staff are vigilant and complete daily risk assessments. Children demonstrate their developing understanding of how to stay safe. They respond very positively to staff's reminders, such as why they must sit at the table when eating snacks.

It is not yet outstanding because:

- Staff gather detailed initial information from parents about children's capabilities and development. However, they do not consistently make the best use of this in order to build on children's skills from the start.
- Although the setting has strong links with the school that most children move on to, partnerships with other schools and nurseries are less well developed.

What the setting needs to do to improve further

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

- use the detailed information gained before children start about what they know and can do to plan more precisely for their immediate learning needs
- strengthen partnerships with schools and nurseries that children move on to in order to ensure that all children are equally well supported in preparation for their move.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of those working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The managers and staff are vigilant in monitoring the safety and welfare of children. All staff undertake training to ensure that their knowledge and understanding of safeguarding is regularly refreshed. Staff are deployed well, ensuring that children are closely supervised as they move between rooms and the outdoors. Managers work well with outside professionals to promote children's health and well-being. They have hosted multi-agency meetings and quickly implemented plans that help support children. The managers effectively evaluate the setting using feedback from staff, parents and children. All are ambitious about raising standards and providing the highest-quality care.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's development. Children enjoy a wide range of motivating activities that supports their next steps in learning. They show sustained interest and consistently become immersed in play and learning. They develop good control of their movements. For example, children skilfully scoop sand into a funnel and quickly hold this over a jug, watching in anticipation as the sand runs through the funnel. Children enthusiastically take part in small-group time. They are able to competently follow staff's clear directions, excitedly placing today's weather symbols onto a board. Staff model language effectively and help all children, including those who speak English as an additional language, to extend their vocabulary. Staff use songs and rhymes to help children learn the days of the week and build on their mathematical skills.

Personal development, behaviour and welfare are good

Staff help children to understand what behaviour is acceptable. Children respond well to clear explanations about sharing and taking turns as they learn how to play cooperatively with their peers. Children develop firm bonds with their key person and other staff in the setting. They play in a welcoming environment which is colourful, clean and safe. Children are confident and develop good levels of independence, supported well by staff. For example, they are encouraged to use the toilet independently and help themselves to resources. The newly introduced system for snack times means that children are encouraged to make decisions about when they would like to eat or drink. They enjoy a nutritious, balanced range of snacks that helps to sustain their well-being.

Outcomes for children are good

All children make good progress across each area of learning. Staff use their assessments of children's development to effectively identify what they need to learn next. Children are given good support by staff, who help them to learn new skills that will prepare them well for school. Children have lots of fun and enjoy using the colourful and appealing outdoor play area. They excitedly use large play equipment and this helps them to develop their physical skills. Young children learn how to carefully climb up the steps of the slide. Older children enjoy the challenge of steering bikes and pushchairs around people and objects. They are developing good coordination skills.

Setting details

Unique reference number	124113
Local authority	Hertfordshire
Inspection number	854179
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	34
Number of children on roll	55
Name of provider	St Augustine's Under 5's Committee
Date of previous inspection	21 March 2011
Telephone number	01992 460614

St Augustine's Under 5's was registered in 1973. The setting employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday from 8.50am until 11.50am, and also from 12.30pm until 3.30pm on Mondays, Tuesdays and Thursdays, term time only. There are a small number of children attending who speak English as an additional language. The setting provides funded early education for two-, three- and four-year-old children.

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