

# St Augustine of Canterbury Preschool

Boscombe Crescent, Downend, Bristol, BS16 6QR



## Inspection date

30 November 2017

Previous inspection date

26 April 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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 and staff have a good understanding of how children develop. They provide a wide range of experiences and activities, and children are motivated to learn. All children make good progress from their starting points.
- The manager and staff are good role models. They set clear boundaries for children and teach them to take turns and listen carefully to each other. Children demonstrate good behaviour and manners. They know to be tolerant, share, and help with tasks.
- Partnerships with parents are good. The manager and staff keep parents fully informed about children's progress and guide them on how they can support children's learning at home. Parents comment that the manager and staff are very supportive. They value the care and learning their children receive.
- The manager and staff have worked hard since the last inspection, addressing all actions and recommendations raised. They evaluate the setting regularly and recognise the strengths, and any areas for further development, to maintain children's good outcomes.

### It is not yet outstanding because:

- At times, staff are too eager to provide answers to questions they ask before giving children sufficient time to respond, and to share their own ideas and experiences.
- The manager does not use assessment information as well as possible to check on the progress of different groups of children, to target teaching and ensure any gaps in learning are closing.

## What the setting needs to do to improve further

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

- extend opportunities for children to share their own knowledge and ideas, and allow them more time to respond and answer questions
- use information from assessments more effectively to monitor the progress being made by different groups of children and target teaching even more precisely.

### 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 sampled a range of documentation, including attendance records, accident and incident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Since the last inspection, the manager and staff keep up to date with safeguarding training and legislation. They are clear on how to report any concerns about a child's welfare. The manager has effective recruitment and induction procedures to help ensure staff's ongoing suitability. In addition, she has completed the required suitability checks for all committee members. The manager works alongside the staff team daily and provides good leadership. For example, staff attend regular one-to-one supervisions, team meetings and appraisals, to help evaluate the impact of teaching on children's outcomes. The manager and staff are committed to their ongoing professional development. One example of this is that staff have increased their understanding of how children learn in the outdoor environment. The manager has established links with a wide range of other professionals to help ensure continuity in children's care.

### Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's achievements. They use this information to plan for children's future development. Overall, the manager and staff support children's language skills well. For example, they help children broaden their vocabulary and introduce new words, such as 'apricot' and 'kernel'. Staff teach children to experiment and test out their early design skills. For example, children build assault courses with wood. They sew cloth together, experiment with magnets and investigate how to turn foam into water. Staff encourage children to be imaginative and approach their play with enthusiasm. Children sell pretend fruit and vegetables to their friends. They make potions using mud, become space rangers and hunt for pirate's gold. Children are creative. They delight in drawing, making cards and painting with their hands.

### Personal development, behaviour and welfare are good

Children develop close relationships with all staff. They demonstrate they are happy and confident, and their emotional well-being is supported well. Staff support children to be independent. For example, children use age-appropriate knives to cut up their snacks. They discuss healthy food groups and follow good hygiene routines. Children benefit from lots of outdoor learning. They are physically active, manage their own risk and delight in using climbing equipment. Children learn to value the beliefs of others. They learn about different cultural and religious festivals, such as Diwali and Eid.

### Outcomes for children are good

All children are well prepared for the eventual move on to school. They are confident and make good progress in mathematics. For example, children count, sort, match and measure items. Children develop their early writing skills. They form letters, write their names and point out familiar words in text. Children learn about the concept of rhythm. They create sounds with different items and explore how sound can change. Children enjoy listening to stories and books are readily available.

## Setting details

<b>Unique reference number</b>	136075
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1098214
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	St Augustine of Canterbury Nursery Playgroup Committee
<b>Registered person unique reference number</b>	RP910005
<b>Date of previous inspection</b>	26 April 2017
<b>Telephone number</b>	0117 9561166

St Augustine of Canterbury Preschool registered in 1978. It is located in Downend, Bristol. The pre-school is open on Monday to Friday from 8.45am to 3.15pm. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications between level 2 and level 4. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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