

# St Augustines Under Fives

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



## Inspection date

Previous inspection date

23 February 2018

23 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 setting regularly reviews the service offered to children and families. Recent changes in the sessions for two-year-old children have increased opportunities for them to obtain their full two-year-old funding entitlement and access quality care and education at the setting.
- Staff support children well as they move on to school, especially for children who have special educational needs and/or disabilities. Staff take parents for visits to possible schools to help support their choices and to become familiar with the additional support available.
- Children have a good understanding of their community. They show respect for others and share a sense of pride in their setting.
- The key-person system is effective because staff know their key children well. Children develop warm attachments with staff and parents share that they are kept up to date with the progress their child makes.
- The indoor environment is well organised and resourced, staff regularly review the provision and enhance opportunities to further support children's learning.

### It is not yet outstanding because:

- Staff do not fully maximise all opportunities to further enhance children's learning in the outdoor environment.
- On occasions, during some routine times of the day staff do not always encourage children's independence and engagement.

## What the setting needs to do to improve further

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

- increase opportunities for children that help to extend their learning in the outdoor environment
- make the most of all opportunities to allow children to manage tasks independently.

### Inspection activities

- The inspector observed the quality of teaching and learning during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including policies, children's records and evidence of staff suitability.
- The inspector observed staff interactions with children and observed children's participation in activities.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the manager, staff and children during the inspection.

### Inspector

Ms Alison Hobbs

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and team are committed to developing the provision and have extensive plans in place to further enhance the opportunities and experiences of all children, overall. Staff are supported to access additional training and the manager provides staff with regular monitoring and feedback to enhance their skills and further support their professional development. The arrangements for safeguarding are effective. The manager and the staff have a robust understanding of the procedures to follow should they have any concerns about a child's welfare. Effective systems are used to monitor children's attendance, this helps staff to identify and act on any concerns about a child's safety and welfare. The manager tracks the progress of individual children and the progress groups of children make, this helps the setting to identify gaps in learning and plan targeted support for children and families.

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

Staff complete regular and precise observations and assessments of children's learning and development. They observe children's play and plan personalised activities and experiences to help further progression. Staff are well qualified, they use their knowledge of the children to provide stimulating learning environments, overall, to encourage children's communication. For example, they listen to children's language and repeat words and extend sentences to help them to communicate their views. Children who speak English as an additional language are supported well by staff. Children engage in role play, revisiting experiences as they pretend to go to the hairdresser's and discuss hair styles with one another. Children demonstrate an understanding of the changes in the weather and make observations of the changes throughout their play outdoors.

### Personal development, behaviour and welfare are good

Children's behaviour is very good. Children are polite and kind to each other and to staff. Children's efforts and good behaviour are celebrated and a system for recognising achievements that all children make is displayed. This helps to support children's understanding of appropriate behaviour and they share one another's successes. The atmosphere in the setting is very calm and children are listened to and supported by their key person to make choices about their learning. Children and families are welcomed by staff into the setting. Staff share information with parents daily about their child's achievements and current learning. Parents value that staff provide lots of examples of how to extend their children's learning further at home.

### Outcomes for children are good

Children are working comfortably within the expected range of development and make good progress. Children have a clear understanding of how to keep themselves safe. For example, they notify staff that they are going to use the bathroom before leaving the room. Children are well prepared for the next stage in their learning. They are confident and sociable and have good communication skills.

## Setting details

<b>Unique reference number</b>	303481
<b>Local authority</b>	Halton
<b>Inspection number</b>	1101819
<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 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	St Augustines Under Fives Committee
<b>Registered person unique reference number</b>	RP527380
<b>Date of previous inspection</b>	23 April 2014
<b>Telephone number</b>	01928 568936

St Augustines Under Fives registered in 1991. It is owned and managed by a committee of parents. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, 9am to midday and from 1pm to 3.30pm, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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