

St Augustine's Pre-School

St. Augustines Church Hall, St. Augustines Road, Belvedere, Kent, DA17 5HH



Inspection date

26 April 2018

Previous inspection date

13 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Managers do not monitor staff performance as effectively as possible to identify where individual staff need targeted support to raise the quality of teaching to a consistently good level.
- Some staff do not make good use of observations and assessments to accurately identify children's next steps in their learning. They do not consistently plan activities that fully reflect children's abilities and interests.
- The environment indoors is overwhelming and cluttered. It does not fully support children to become engaged in what they choose to do.

It has the following strengths

- Children are very sociable. They have formed close friendship groups. They play cooperatively together and have lots of fun.
- Parents speak highly of the pre-school. They say 'it is our home' and 'the staff are fantastic, highly recommend the pre-school.'
- The manager links extremely well with other childcare providers and teaching staff to help ensure children have a smooth transition when they go to school.
- Staff are respectful and courteous towards each other and children. They are good role models.

What the setting needs to do to improve further

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

- strengthen current arrangements for staff supervision to target support for individual staff to address inconsistencies in practice
- extend the use of observations and assessment information to help plan children's next steps in their learning
- review and improve the organisation of space indoors to meet the needs of children more effectively.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector tracked two children and discussed their progress with their key person.
- The inspector completed a joint observation with the manager and spoke with her and staff at convenient times.
- The inspector spoke to and observed children during their play, indoors and outdoors.
- The inspector viewed documentation, including staff suitability, administering medication, accident and incidents, staff qualifications and appropriate first-aid certificates.

Inspector

Jane Morgan

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager recognises she has not kept up to date with the supervision of all staff to identify strengths and any weaknesses in their practice and to allow them to share any concerns they may have. The manager and staff understand their roles and responsibilities to protect children and to keep them safe. They know what they need to do if they are concerned about a child's safety, or if an allegation is made against them. Safeguarding is effective. The manager regularly seeks the views of parents to help identify areas for improvement. Following parents' consultation, the manager has most recently changed the time children start to reflect the new timetable at the local school.

Quality of teaching, learning and assessment requires improvement

On occasion, some staff do not identify children's next steps in learning, to help them make the good progress of which they are capable. Overall, staff interact well with children, asking questions, speculating and explaining to extend their learning. For example, children excitedly find a snail outdoors. Staff ask, 'What do snails eat?' and 'Where do you think the snail is going?' Children enthusiastically pick grass and offer it to the snail. Staff use letter sounds to support children's early literacy skills. For example, they help children to correctly sound out the letter of their name and practise repeating sounds. Staff support children's mathematical ideas. For example, staff help children to recognise different shapes and colours as they colour pictures designed from two-dimensional shapes.

Personal development, behaviour and welfare require improvement

The environment indoors is cluttered with an overwhelming variety of resources and equipment. This does not fully support the individual needs of all the children who attend the pre-school, particularly those children who have special educational needs and/or disabilities. A well-established key-person system helps children form secure attachments. Children's good behaviour shows they feel safe and emotionally secure. During circle time, staff reinforce pre-school rules. Staff are consistent with their approach to promoting good behaviour.

Outcomes for children require improvement

Overall, children make typical progress from when they first start, although this is not always as coordinated or rapid as possible. Children enjoy playing in the fresh air and taking physical exercise. They have fun as they balance over crates and climb the wooden climbing frame with increasing ability. Younger children attempt to pour drinks. They begin potty training, supported well by the close partnership working with parents.

Setting details

Unique reference number	115369
Local authority	Bexley
Inspection number	1126660
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	3 - 4
Total number of places	30
Number of children on roll	28
Name of registered person	St Augustine's Pre-School Committee
Registered person unique reference number	RP904016
Date of previous inspection	13 July 2015
Telephone number	0208 312 0616

St Augustine's Pre-School registered in 1992. The pre-school operates from Belvedere, in the London Borough of Bexley. It is open from 9am to 12.15pm on Monday to Friday, term time only. There are six members of staff, five of whom hold appropriate early years qualifications to level 3 and level 4. The pre-school receives funding to provide free early education for children aged three and four years.

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