

St Augustine's Pre-School

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



Inspection date	21 March 2019
Previous inspection date	26 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Children are highly independent and curious learners. They have many opportunities to lead their own play and explore their ideas in the well-resourced and stimulating environment. They develop high levels of confidence and self-esteem.
- The dedicated manager leads the setting extremely well and evaluates the quality of her provision on a regular basis. She takes account of and acts on the views of staff, parents and children to improve the outcomes for children. She sets challenging and realistic targets for improvement.
- Children are happy, secure and settled. The caring and friendly staff know the children well and form strong attachments with them. This creates a calm, positive and nurturing atmosphere throughout the whole setting.
- Staff work extremely well together to plan interesting and challenging activities that children respond to very enthusiastically. Children are always keen to join in and are deep in concentration while they play.
- Partnerships with parents are strong and there is a regular two-way flow of information. Parents are kept up to date with the progress their child is making. They feel included, valued and involved in all areas of their child's development.
- Children are making good progress in all areas of learning. They are provided with a range of activities to prepare them for school. Staff are confident in preparing children for this transition.
- The manager uses additional funding for children's learning well. This enhances children's learning and development, and improves outcomes.
- Although effective overall, the tracking of children's progress is not consistently as precise as possible to identify emerging gaps in learning and development at the earliest opportunity.

What the setting needs to do to improve further

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

- strengthen further the monitoring and tracking of children's development and progress to identify any possible gaps even more promptly and precisely.

Inspection activities

- The inspector had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector viewed documentation during the inspection, including safeguarding policies, staff suitability, children's tracking documents and the setting's main policies and procedures.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with staff and meetings with the manager.

Inspector

Laura Rathbone

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand what the different signs of abuse are and know the protocol they must follow should they have a concern about a child's welfare. The manager ensures all staff have regular safeguarding training and that their knowledge and understanding are always up to date. The manager monitors staff performance extremely well. For example, she regularly observes staff practice and has supervisory meetings with them to discuss and create plans to enhance their in-depth knowledge further. Staff have many opportunities to regularly improve their professional development. For example, recent training has enabled staff to make changes to the environment to better support children's behaviour and interests. Parents speak highly of the staff. They explain that staff have come to know their children's individual character well and this has helped the children to settle and feel secure quickly. Parents feel that the staff create a 'nurturing' and 'interesting' environment for all the children.

Quality of teaching, learning and assessment is good

The qualified and enthusiastic staff teach children well and prioritise the development of children's early literacy and mathematical skills through incidental opportunities they provide. For example, when children built a large tower out of blocks, staff encouraged them to use a ruler and measure how tall it was. Children showed a great deal of concentration and focus when they measured their tower and were very excited when they saw that it was taller than the ruler. Staff support children's communication and language skills incredibly well. They engage in meaningful conversations and encourage children to form their own opinions and make their own decisions. For instance, during snack time, staff cut apples in half, showed the children the seeds inside and encouraged them to describe what would happen to the apple seeds if they planted them. The children went on to explain, in wonderful detail, the apple tree that could grow from the seeds.

Personal development, behaviour and welfare are good

Children are incredibly happy and behave well. They have developed strong attachments with the staff and are secure and settled in their environment. Children's emotional well-being is successfully supported by the nurturing and caring staff and they receive plenty of attention, affection and praise. Staff are positive role models and explain to the children why certain behaviours are not acceptable. Staff have used their recent topic about growth to teach children about taking care of living things. Children were incredibly protective of the beanstalks they were growing and took great care when they replanted them outside.

Outcomes for children are good

Children are highly motivated and eager to join in. They make good progress and are extremely well prepared for school. Children are eager to learn and are extremely confident in exploring and finding things out for themselves. They are confident communicators and enjoy discussing the different things they have been learning about. For example, children showed great pride when being able to recognise the different shapes they could make out of the bread at snack time.

Setting details

Unique reference number	115369
Local authority	Bexley
Inspection number	10084901
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 - 4
Total number of places	30
Number of children on roll	26
Name of registered person	St Augustine's Pre-School Committee
Registered person unique reference number	RP904016
Date of previous inspection	26 April 2018
Telephone number	0208 312 0616

St Augustine's Pre-School registered in 1992. The pre-school operates in Belvedere, in the London Borough of Bexley. It is open from 9am to 12.15pm Monday to Friday, during term time only. There are five members of staff, four of whom hold appropriate early years qualifications at 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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