

St Augustine's Under 5's

Charlton Close, Hoddesdon, Hertfordshire EN11 8DR



Inspection date	27 June 2019
Previous inspection date	8 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The setting is well established within the community. Parents speak very positively about the care and education their children receive. They comment on how welcome and well supported they feel, and say that their children love attending.
- Staff place a high priority on developing children's speech and language skills. For example, children learn to listen carefully to stories and join in with songs and rhymes. Staff ask them questions to encourage their listening and speaking skills.
- Each child has a delightful learning journey book. It shows their progress through the many observations and photographs. Staff regularly share these with parents so that they can see the wide range of activities and experiences their children enjoy.
- The outdoor play area includes activities for all areas of learning, to support children who learn best outside. It is full of exciting and interesting spaces where children can explore, learn and develop. Children benefit from fresh air and exercise as they play.
- There are many opportunities for children to learn about the natural world. For example, they enjoy looking for insects and planting sunflower seeds in the garden. Staff encourage children's awareness of caring for their environment. They talk about recycling and composting their waste foods at snack time.
- Staff attend specific training and work closely with parents and outside agencies to promote all children's learning and development. They provide very good care and support which is tailored to meet children's individual needs.
- Although staff are supported well, the manager does not yet rigorously monitor the effectiveness of their teaching skills, in order to identify ways to build on the already good practice.
- Staff do not make the most of their good relationships with parents to support them to complement and extend their children's learning at home.

What the setting needs to do to improve further

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

- strengthen the existing systems for evaluating and monitoring staff performance, to continue to build on good practice and raise the quality of teaching to the highest level
- enhance the strategies that are in place to support parents to complement and extend their children's learning at home.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Jacqui Oliver

Inspection findings

Effectiveness of leadership and management is good

The manager and staff provide a happy and welcoming learning environment for children. All staff are well qualified, which has a positive impact on children's learning. Staff give high priority to children's safety and well-being, and supervise them closely at all times. Safeguarding is effective. All staff have a clear understanding of the possible signs that a child may be at risk. They know what to do and who to contact should they have a concern about a child's welfare. The manager follows rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. Risk assessments are implemented effectively to help ensure the environment is safe for children to play. The manager closely monitors children's progress. This enables her to quickly identify and address any possible gaps in their development.

Quality of teaching, learning and assessment is good

Children are interested, challenged and motivated to learn. They have a wealth of interesting activities and experiences provided for them. Staff get to know the children well and can talk confidently about their interests and where they are in their learning. Children have lots of fun and extend their creativity and imagination in the role-play areas. For example, they proudly display the colourful 'lollipops' they made to sell in their 'ice cream shop'. Children are introduced to numbers, colours and shapes as they play, contributing to their understanding of mathematics. They enjoy using different media, such as crayons, paint and dough, to develop their mark-making skills. Older children confidently draw pictures of their family.

Personal development, behaviour and welfare are good

Children demonstrate that they are very happy and settled in this warm and caring setting. Staff interact with children in a calm and reassuring way, staying close and offering support when needed. They give frequent praise and encouragement, which promotes children's confidence and self-esteem. Children take responsibility for small tasks, such as setting the table and pouring their drinks. They eat healthy snacks, have regular exercise and follow good hygiene routines. Staff talk to children about the importance of keeping themselves safe. They allow children to take supervised risks in their play, such as climbing and balancing safely. Staff develop good relationships with local teachers, which helps to support children when they start school.

Outcomes for children are good

All children, including those in receipt of additional funding and those who may require extra support, make good progress from their starting points. They display a strong sense of belonging in the setting as they play and explore with great confidence and independence. Older children learn to count, write their names and learn the sounds that letters make. They enjoy looking at books and become very involved at story time, joining in with familiar phrases. Children build friendships and develop good social skills. They have a lot of fun and take pleasure in their learning. Children quickly gain the skills they need for their future learning and for school.

Setting details

Unique reference number	124113
Local authority	Hertfordshire
Inspection number	10063656
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	2 - 3
Total number of places	34
Number of children on roll	53
Name of registered person	St Augustine's Under 5's Committee
Registered person unique reference number	RP909930
Date of previous inspection	8 March 2016
Telephone number	01992 460614

St Augustine's Under 5's registered in 1973. The setting employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday from 8.50am until 11.50am, and from 12.30pm until 3.30pm on Mondays, Tuesdays and Thursdays, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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