

# Inspection of St Augustine's Nursery

Subud House, 14 Culverden Down, TUNBRIDGE WELLS, Kent TN4 9SA

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Inspection date: 27 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are excited to see their friends at nursery. They happily say 'goodbye' to their parents and confidently start the daily routine. For example, older children hang up their coats and place their lunch boxes on a trolley. Before starting to play, children, including the youngest, are supported to find their name cards to self-register on arrival. This successfully develops their early literacy skills.

Children successfully learn about the wider world and the different people living in it. For instance, they learn about a range of festivals from other cultures, such as Diwali, that are relevant to the children attending. Additionally, children show high levels of respect for each other, which can be seen when they readily share resources. Children listen carefully to adults and respond positively to requests. For example, they eagerly help to tidy away toys before lunchtime.

Children show high levels of independence. This is seen when they choose resources and lead their own play. Older children are beginning to manage their personal needs, such as taking themselves to the toilet. This prepares them well for the next stage in their learning, including the move to school.

## **What does the early years setting do well and what does it need to do better?**

- Staff understand the importance of building on children's communication and language skills. They use strategies such as picture cards and sign language to help children understand the meaning of words. Furthermore, staff read stories to children throughout the day, which helps to enhance their listening and concentration skills. As a result, children, including those who speak English as an additional language, make good progress in this area of learning.
- Staff use observation and assessment well to monitor children's progress. The key person gathers information from parents about their child's development before they start at the nursery. This helps staff to identify children's interests. However, staff do not routinely liaise with previous settings that children have attended. This means they do not always have an accurate knowledge of what children already know and can do. Therefore, children do not always benefit from purposeful learning experiences from the outset.
- Children with special educational needs and/or disabilities (SEND) are extremely well supported. For example, staff use visual timetables to help children understand what is coming next. This helps children to feel safe and secure.
- Staff provide lots of opportunities for children to promote their physical skills. For example, on the day of inspection, children enjoyed moving like 'The Gruffalo' through the soft-play obstacle course. In addition, they benefit from fresh air and learn about road safety when they walk to the local park.
- Staff have high expectations of children's behaviour and are good role models.

This is seen when they gently remind children to say 'please' and 'thank you'. As a result, children are polite and well mannered. Furthermore, staff teach children about emotions and talk to them about the effect their behaviour has on others. This helps children to learn how to manage their own feelings.

- Staff plan activities that ignite children's curiosity. For example, children spend long periods exploring the patterns that soap suds make when they wash plates and cups. Additionally, children learn mathematical language such as 'full' and 'empty' as they pour water from one container to another.
- The provider and manager support staff well. They have regular meetings, such as supervision, to discuss workload and well-being. The manager monitors staff performance to help identify any areas of weakness. This helps to ensure children receive consistently high-quality teaching.
- The manager evaluates the quality of the provision regularly. Staff discuss and reflect on practice and resources to identify areas for improvement.
- Parent partnerships are strong. Parents think highly of the staff and comment on the good progress their children have made. Furthermore, staff keep them fully informed about their children's progress using a range of ways, such as daily feedback and termly written reports.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough knowledge of the signs that a child might be at risk of abuse and/or neglect. They demonstrate a good understanding of the processes to follow if they are concerned about children's welfare. This includes who to contact in the event of an allegation being made against a member of staff. The provider and manager have robust recruitment and vetting procedures to help ensure adults are suitable to work with children. Staff complete checks to help identify and reduce potential hazards for children, to ensure the environment is safe and secure.

## What does the setting need to do to improve?

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

- gather information from settings that children have previously attended so that staff have a fully comprehensive knowledge of what children know and can do when they start.

## Setting details

<b>Unique reference number</b>	127577
<b>Local authority</b>	Kent
<b>Inspection number</b>	10264683
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	St Augustine's Nursery Committee
<b>Registered person unique reference number</b>	RP524438
<b>Telephone number</b>	01892 542783
<b>Date of previous inspection</b>	22 June 2017

## Information about this early years setting

St Augustine's Nursery registered in 1992. It is located in a community hall in Tunbridge Wells, Kent. The nursery is open on Monday, Tuesday and Thursday from 9am until 4pm, and on Wednesday and Friday from 9am to 3.30pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs seven members of staff, six of whom have relevant early years qualifications at level 3 or above. Four staff members hold qualifications at level 3, one holds a qualification at level 5 and one holds a qualification at level 6.

## Information about this inspection

### Inspector

Michaela Borland

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a tour of the setting to understand how the curriculum is organised.
- The inspector held discussions with the manager and the chair of the committee to assess the effectiveness of leadership and management.
- The manager and the inspector completed a joint observation of staff practice.
- Parents shared their views on the setting with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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