

Inspection of St Augustine's Nursery

108 Highbury New Park, London N5 2DR

Inspection date: 28 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children happily come into nursery and quickly leave their parents. Staff are warm, welcoming and very caring to children who find separation from their parents a little harder. Children are eager to engage in the well-prepared and varied activities with their friends. They have a growing independence and are able to access resources in the well-planned environment. Staff have high expectations of children. They teach children to do things for themselves and encourage them to tidy up.

Children are highly motivated in the garden area. Staff encourage children to take part in sports sessions to develop their physical skills. Children practise jumping in hoops, throwing balls and working together. Staff adapt tasks to challenge children's physical skills, such as jumping from hoop to hoop. They support and praise younger and less-experienced children. For example, staff notice children who are finding it hard to wait for their turn and they help them to wait and get their turn quickly.

Staff offer children a language-rich environment and promote their communication through a range of ways, such as singing, rhymes and role-play opportunities. Older children use language skilfully and are confident talkers. For instance, they talk about baking cookies at home.

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

- The manager and staff have a good understanding of the curriculum. They have an in-depth knowledge of children and their next steps in learning. Staff differentiate planning for children and plan activities that motivate them to learn more. For instance, children learn about the life cycle of a caterpillar. They independently watch the chrysalis for changes, complete a caterpillar puzzle, and staff link a series of hoops in the garden to look like a caterpillar.
- Overall, children with special educational needs and/or disabilities (SEND) are well supported and make good progress. The nursery is inclusive and staff establish links with other professionals and external agencies. Children receive tailored support and adaptations to their day, which have been planned by the special educational needs coordinator (SENCo). However, staff do not consistently use strategies, such as visual aids, to support children's transitions and understanding, to help to prepare children for what is happening next.
- Partnerships with parents are good. Parents praise the nursery for the support that they receive and the small-setting community approach that staff provide. Parents appreciate the effective and timely communications from staff and the progress that their children make, particularly in their language development. The parent-led committee is clear about what it needs to do to develop the

nursery environment further and works well with the manager.

- Staff introduce mathematical language into children's play throughout the session. Children enjoy washing the bicycles and cars in the outdoor role-play area. Staff use language such as 'more', 'under' and 'on top' while children clean the cars. Children use mathematical language when recalling home experiences. For instance, they talk about numbers and weight when they recall the ingredients they used to make cookies. Children demonstrate excellent links between their learning at nursery and home.
- Children behave well. They know the expectations and follow routines well. Children are polite and respectful to each other. Staff are good role models. They praise children continually, such as for their good manners, which results in a calm and purposeful environment.
- Staff make good use of a differentiated group time. Children engage well, listening to the well-chosen storybook. Staff make good use of questioning to develop children's vocabulary and language skills. Children also enjoy a music session using a drum to tap out a sequence, counting along.
- Leaders provide effective supervision sessions for staff. The manager ensures that regular team discussions and training take place to identify what they need to do next and outline areas for improvement. New staff members have an induction process that helps them feel confident in their work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are clear about the high priority to protect children. They ensure that safeguarding procedures are robust and they know the systems for referrals. Staff have a clear understanding of the support needed for children who are being supported by other agencies, and they work closely with parents to keep children safe. All staff have an annual update of safeguarding procedures and have undertaken safeguarding training. The environment is safe, clean and secure.

What does the setting need to do to improve?

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

- embed a range of strategies to support children's understanding and transitions, to make them more predictable, particularly for children with SEND.

Setting details

Unique reference number	131737
Local authority	Islington
Inspection number	10289561
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	St Augustine's Nursery Highbury Committee
Registered person unique reference number	RP517544
Telephone number	02077048003
Date of previous inspection	29 November 2017

Information about this early years setting

St Augustine's Playgroup registered in 1994. It operates from St Augustine's Church in Highbury, in the London Borough of Islington. The nursery receives funding to provide early education for children aged two, three and four years. The nursery is open during term time, Monday to Friday, from 9am until 12.45pm, with optional afternoon sessions until 2.45pm. The nursery employs four staff. Of these, three staff hold appropriate early years qualifications at level 3, and one member holds a level 2 qualification.

Information about this inspection

Inspector

Lisa Clarke

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked about the curriculum and what they want children to learn.
- The inspector spoke to children, parents and staff during the inspection.
- The manager joined the inspector in a joint observation of outdoor play.
- The manager provided key documentation and the inspector checked evidence of the staff's suitability, qualifications and first-aid training. qualifications.
- The inspector met with the SENCo who spoke about how she supports children with SEND in the nursery.
- The inspector observed the quality of education being provided, indoors and outside, as well as a sports session led by an external professional.

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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