

# Inspection of St Augustine's Pre-School

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

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Inspection date: 30 January 2024

<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**

Leaders and staff implement a broad curriculum that supports children's ages and stages of development. They are clear about what they want the children to learn and why. Leaders are proactive in working with external agencies to implement robust strategies to support children with speech and language delay. All children, including those who receive additional funding, make good progress from their starting points in learning.

Staff are very welcoming and gentle towards the children. They have formed trusting relationships with the children. Children have settled well. They feel safe and happy in the pre-school. Children are eager to attend pre-school, and choose an activity that interests them.

Staff maintain positive interactions with children, which helps to support their communication and language development. Most children sustain good levels of engagement during play and learning. For instance, they enthusiastically sing rhymes that they are familiar with and listen attentively to stories.

Staff set high expectations for children's behaviour. They teach children to be kind and remind them of the expected behaviour boundaries. In addition, staff offer lots of praise throughout the day, which helps to boost children's self-esteem. This approach builds successfully on children's confidence and independence.

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

- The manager and staff implement robust policies to help safeguard children's welfare. They have a suitable understanding of child protection, including the procedure to follow if they have any concerns about a child's welfare. Staff attend regular safeguarding training to help keep their knowledge up to date. The provider follows robust vetting procedures to ensure that staff are suitable to work with children.
- The manager and staff have a clear vision for the pre-school. They understand the need to deliver an ambitious curriculum to ensure all children develop the skills they need for starting school. They use additional funding well to support children who are falling behind to catch up. However, they have not considered how they can structure group-time activities more effectively to help meet the learning needs of children identified with special educational needs and/or disabilities (SEND).
- The manager and staff get to know the children and their families well. They gather detailed information from parents when children start at the pre-school to help them plan for their individual care and learning needs. This has a positive impact on children's personal development.

- Staff feel supported at the pre-school. The manager monitors staff's practice well. She has regular discussions with staff about their training needs and well-being, and supports them to manage their workload successfully. The team has regular meetings to reflect on what is working well and what areas would benefit from further improvement to help ensure better outcomes for children. However, on some occasions, especially during busy times, the manager does not deploy the staff well enough to support children's learning.
- Children display good levels of emotional development. Staff encourage children to share and take turns. Staff use effective explanations and distractions to help children learn to choose between right and wrong. This approach contributes positively to the way children behave.
- Partnerships with parents are effective. The manager and staff keep parents informed about children's care and learning. In addition, the staff team seeks and acts on the views of parents to help identify areas in which to drive improvements. Parents spoken to report that they feel their children are happy and have made progress since joining the pre-school.
- Children are active learners and enjoy outdoor learning. Children show their excitement while taking part in ball games and learning to spin with hoops. Staff plan a wide range of learning experiences to help children build on their curiosity and understanding of the world. For example, they examine insects and plant vegetables with the children. They ask children questions about these activities to help them remember what they have learned. This helps children to develop a secure knowledge and understanding of the natural world.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- organise group-time activities more effectively so that all children, particularly those identified with SEND, can access the curriculum successfully and make better progress
- review the deployment of staff, especially during busy times, to further support children's learning.

## Setting details

<b>Unique reference number</b>	115369
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10327064
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	21
<b>Name of registered person</b>	St Augustine's Pre-School Committee
<b>Registered person unique reference number</b>	RP904016
<b>Telephone number</b>	0208 312 0616
<b>Date of previous inspection</b>	21 March 2019

## Information about this early years setting

St Augustine's Pre-School registered in 1992. The pre-school operates in Belvedere, in the London Borough of Bexley. It is open from 8.30am to 2.30pm, Monday to Friday, during term time only. There are five members of staff, all 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 two, three and four years.

## Information about this inspection

### Inspector

Josephine Afful

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children interacted with the inspector during the inspection.
- The inspector talked to staff and some parents at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.

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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