



St AugustinesSchool PG

Inspection report for early years provision

Unique Reference Number	507658
Inspection date	27 September 2005
Inspector	Jan Burnet
Setting Address	St Augustine's RC School, Heathcote Street, Radford, Coventry, CV6 3BL
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Registered person	Linda Gormley
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

St Augustine's Pre-School was established in 1982. It operates term time only, Monday to Friday, from 8:40 until 15:00. Places are offered to children who are aged from 2 years 6 months to under 5 years but priority is given to children in their pre-school year. Most of the children will attend St Augustine's Primary School but places are available to all who apply, depending upon availability. The group operates in a classroom within the school and shares an outdoor play area, adjacent

to the room, with the reception class. The school hall is used twice per week.

There are currently 41 children on the register and of these 3 are funded 4-year-olds and 29 are funded 3-year-olds. The maximum number attending at any one time is 27. The group supports children with special needs and children who speak English as an additional language.

A total of five staff care for the children, two are full time. Four staff are qualified and one is currently working towards a qualification.

The pre-school is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are gaining an understanding of keeping themselves healthy. They are aware of good practice with regard to hand washing and are learning about the benefit and effects of exercise. The risk of cross infection is minimised because parents are aware that their child should not attend if he/she has a contagious illness and that they will be contacted if the child becomes ill. Children are protected by a staff team well informed on accident procedures as three hold in-date first aid certificates. The risk to children from unsafe food is generally addressed well by staff as packed lunches are refrigerated, however, on occasions parents have brought in food to be re-heated and staff have not made sure that procedures for re-heating cooked food meet environmental health guidance and regulations.

Children's emotional well-being is given a high priority and is well fostered due to good staff support and encouragement. Children enjoy physical play activities on a daily basis and are developing good balancing and climbing skills and control of their bodies whilst playing games and moving to music.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy activities in a very welcoming environment. Equipment is safe and in a good condition. Risks of accidental injury to children are low because staff are vigilant and potential risks have been identified and satisfactorily addressed inside the pre-school room and the outdoor play area. Children's independence is developing well as the storage of resources is organised to encourage children to self select and help to tidy away.

Children learn how to keep themselves safe, for example, sitting on chairs properly so that they do not fall off or hurt themselves if the chair slips away from under them, fold arms whilst sitting on the mat so that no one steps on their fingers and sit and ride toys all travel in the same direction in the outdoor play area. They are aware of

the evacuation procedure as it is practised every six weeks. Children's welfare is safeguarded by staff who have a working knowledge of abuse and neglect and are aware of local referral procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enthusiastic in the welcoming environment created by staff. They confidently select resources, readily engage in conversation and they enjoy and get involved in activities. Children achieve well because staff use their knowledge of 'Birth to three matters' and Curriculum guidance for the foundation stage to provide good quality care and education. Activity plans are appropriately adapted on a daily basis to fully meet the needs of the children attending the pre-school sessions. Children are cared for as individuals and are very well supported by staff.

Children new to the group are helped to settle by staff who are sensitive to their different needs and build close and caring relationships to help them feel settled and secure. They benefit from a well balanced routine and a good variety of resources and activities. This includes group times for songs and stories and a full range of activities available for children to choose from indoors and in the outdoor area adjacent to their playroom.

Nursery Education

Children access an extensive range of good resources, which support their learning across all of the six areas of learning. They are keen to be involved in the very good variety of activities that meet their needs. Children are self assured, eager to learn and enjoy the challenge of new experiences, for example, creating colours by mixing different powder paints with water in containers and acknowledging the changes. They listen intently to stories and confidently answer questions asked by the reader. Children are learning to speak in turn and listen to others. Pencil control is developing well with daily practise in a variety of ways, for example, children writing letters and addressing envelopes. They are very imaginative and inquisitive but are limited in opportunities to leave the school and explore the local environment.

Children help and support each other, for example, when building with small construction bricks. Younger children count and are learning to recognise numerals to five. Older children confidently do so and are learning numerals towards nine. They talk about length and height and make comparisons. Children's physical skills develop and improve with a variety of experiences and equipment.

Staff ensure that admission information is thorough so that they are aware of children's skills, interests and needs. They plan themes for the year, a medium term plan then identifies learning objectives and these are then programmed into weekly activities. Staff continually record observations which are then transferred to assessment records and with information obtained from parents, inform future planning. Staff organise a good balance of staff led, staff supported and child initiated play and ensure that all learn at their own pace and are challenged effectively.

Helping children make a positive contribution

The provision is good.

All children are welcomed and their individual needs are known and met by staff. They are encouraged to talk about home and their experiences in order to appreciate and value each others' similarities and differences and also celebrate different religious and cultural festivals through the year. This positive approach fosters children's spiritual, moral, social and cultural development well. They choose from a very good variety of resources that reflect diversity. Children are supported well by staff who have experience of working with parents and other professionals to ensure that all are able to reach their full potential.

Children are aware of boundaries for behaviour, they cooperate and behave well and show consideration for others. Some children need support in sharing and turn taking. Staff are good role models and encourage children to respect themselves and others and their environment.

The very good partnership with parents contributes significantly to children's well-being. Staff actively seek parents views about their child's needs and interests and consult with them on their child's progress throughout the child's time at pre-school.

Organisation

The organisation is good.

The provider ensures that staff enhance children's care and education with the quality of organisation and good leadership and management.

The premises are well organised. Children are encouraged to choose activities and select additional resources from low level shelving and indoor and outdoor space is used effectively to maximise play opportunities for children. All legally required documentation is in place and is kept up to date and in good order.

Children benefit from a good staff to child ratio and a team of staff who demonstrate a strong commitment to improving their skills and knowledge by regularly attending training. Procedures for recruitment, selection and induction are clear and all staff are aware of policies and procedures. Staff monitor the quality of care and education and in 2004 received an award from an accredited quality assurance scheme. Overall, the quality of the provision meets the needs of the children who attend very well.

Improvements since the last inspection

At the time of the last care and education inspection the setting was asked to ensure that good hygiene practices are in place regarding hand washing before meals and to provide opportunities for children to develop an awareness of the effects of exercise on their bodies and healthy practices with regard to eating, sleeping and hygiene.

These recommendations have been addressed well. Opportunities for children to learn about features of their local environment were limited and remain so. The setting was asked to ensure consistency of opportunities for children to learn about weight, capacity, length and height. This has been addressed well as have opportunities for children to talk about personal and family events.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children's good health is at no risk from re-heated food

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to explore the local environment

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