



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127577

DfES Number: 517339

INSPECTION DETAILS

Inspection Date 15/09/2004
Inspector Name Alison Weaver

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St Augustines Nursery
Setting Address 14 Culverden Down
Tunbridge Wells
Kent
TN4 9SA

REGISTERED PROVIDER DETAILS

Name The Committee of St Augustines Nursery

ORGANISATION DETAILS

Name St Augustines Nursery
Address 14 Culverden Down
Tunbridge Wells
Kent
TN4 9SA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

St Augustine's Nursery opened about twenty years ago. It operates from a community building on the outskirts of Tunbridge Wells. The group has the use of two large playrooms, a toilet area, a large lobby, and kitchenette in a store room. The group serves the local and surrounding areas.

There are currently 39 children from 2 to 4 years on roll. This includes 21 funded 3 year olds but currently no funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The group opens five days a week during school term times only. Sessions are from 09.30 until 15.00 on Tuesdays, Thursdays, and Fridays. On Mondays and Wednesdays the sessions are from 09.30 until 12.00.

Six staff work with the children. One of the staff has an early years qualification to NVQ level 3. Two other staff have completed childcare training but the qualification is no longer recognised. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St Augustine's Pre-school Playgroup provides satisfactory care for children.

There is an established staff team who are very experienced but lack recognised childcare qualifications. They work well together and are supportive to each other. The new committee is committed to making improvements to the group and has already started to make positive adjustments. There is very limited evidence of staff undertaking any training in recent years to keep up to date with current practices. The recruitment procedure is appropriate but lacks one important check on individuals.

The use of the building is very effective and all necessary safety precautions are in

place. Appropriate health and hygiene measures are taken. The staff are good role models and relate very well to the children, praising and encouraging them. This results in the children being very confident and well behaved in the group. Children are able to choose from a wide range of good quality toys and equipment which they enjoy playing with. Staff plan and provide a balanced variety of interesting activities on a daily basis. Overall the equipment positively reflects different groups in society.

The partnership with parents is good. Parents are able to be involved in a variety of ways, including working on the committee and as volunteer helpers. They are provided with a wide variety of written information about the group. Some of the documentation needs to be reviewed and updated where necessary. Parents are very happy with the care provided for their children. They are encouraged to discuss any concerns with staff. They are kept informed about their child's progress through regular verbal and written feedback. The required records are in place but there are a few details missing.

What has improved since the last inspection?

At the last inspection the group was asked to make the radiators safe. The staff have put insulation materials around the exposed hot pipes and monitor the surface temperature of the radiators. They use the thermostats to ensure that they are not a hazard for young children.

What is being done well?

- Children are very settled and happy in the group. They play well both independently and with others. Despite the lack of an outdoor area the staff provide daily opportunities for all the children to enjoy physical play.
- High priority is given to safety in the setting. There is an extensive risk assessment in place which has been produced by all staff discussing any concerns so that everyone is aware of any precautions that need to be taken.
- The environment is well organised and used effectively. Staff make the rooms very attractive and colourful with a variety of posters and displays around the room. Different play areas are created along with an area for children needing to spend time quietly. The lobby area is a very good space where parents can wait with their children in a calm, welcoming environment before the group opens. There are plenty of notices, photos, and helpful information for them to look at and books for the children to read.
- The staff are friendly, caring, and approachable. They create a calm and relaxed environment with clear routines for the children. Staff provide good support to children with English as an additional language. This includes displaying labels in a variety of different languages.
- A lot of helpful information is given to parents about the group and their child's progress. They are encouraged to be involved in the group and to contribute to children's play plans.

What needs to be improved?

- the recruitment of new staff members, to include health checks,
- resources that show positive images of disability for general daily use and books in other languages,
- the administration of medication records,
- staff's knowledge of child protection issues,
- the record of attendance of children,
- written policies, to reflect the practices of the group and ensure that staff are consistent in their procedures,
- strategies to ensure that minimum staffing qualifications are met.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop an action plan that sets out how staff training and qualification requirements will be met.
13	Develop staff's knowledge and understanding of child protection issues.
14	Maintain an accurate daily record of times of attendance.
14	Improve the written policies, particularly ones relating to non collection of children and complaints, and ensure that they reflect the current practices of the group.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at St Augustines Pre-School Playgroup is acceptable and of good quality. Overall, children are making generally good progress towards the early learning goals. Their progress in communication, language and literacy is very good. Progress in all other areas of learning is generally good.

The quality of teaching is generally good. Staff create a stimulating environment where children's work is beautifully displayed and labelled. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. They interact well with children supporting their learning in the role-play area by asking questions that encourage thinking. The management of children's behaviour is mostly consistent.

Staff have knowledge of the foundation stage curriculum but do not have a full understanding of how to implement it. They plan an interesting range of activities that help children progress in all areas of learning. Staff know the children well but do not record observations regularly. This means they cannot reliably assess children's achievements or plan accurately for the children's next stage of learning.

Leadership and management are generally good. There are clear aims for the provision and staff are made aware of these. Aims reflect a commitment to improving the quality of care and education. The new chair takes her responsibility seriously and has already begun to request changes in recruitment and staff development. There is no system to monitor and evaluate the educational provision.

The partnership with parents is very good and has a positive effect on children's learning. Parents receive good information about the foundation stage. The information outlines what children are expected to learn and how they will learn. A good two way flow of information ensures staff and parents are fully aware of children's achievements.

What is being done well?

- The information that parents receive ensures they understand that play is important in developing children's skills. Children's assessment files go home regularly so that parents can comment on their child's achievements. Staff value these comments on the children's development.
- Children's speaking and listening skills are developing well. Staff interact well during role-play encouraging children to explain their thinking. The children enjoy books and listen vividly to stories. They have many opportunities to write during for different purposes.
- Children are enthusiastic and motivated. They show confidence and

concentrate well at self-chosen activities. They are beginning to understand the need to share and show respect for others.

What needs to be improved?

- staff's knowledge and understanding of the foundation stage curriculum
- the use of observations and assessment
- the monitoring and evaluation of the educational provision

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. The group agreed to enhance the assessment process by involving all permanent staff in the key worker system and to adapt the play plans for further clarity.

All permanent staff have a small number of children that they are responsible for. This ensures sufficient time to complete the children's assessment files and to adapt the play plans accordingly.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children arrive happily and part from parents or carers with ease except for those who are very new to the group. Children are well motivated and enjoy new challenges. They concentrate well at self-chosen activities. Children are developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. Some opportunities to develop full independence are hampered by the use of a shared building.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently using good vocabulary. They listen and take turns when speaking in large and small groups. They are keen to practise writing. They make shopping lists in the home corner and write notes when 'working' in the vet's surgery during role-play. Children enjoy books and handle them carefully. They choose to spend time 'reading' and sharing books with friends. They can relate well-known stories by looking at the pictures.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs. They can recognise a group of three objects without counting. They learn about shape and size through practical activities. There are some opportunities for children to develop and consolidate their understanding of number and calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate using their senses. They play listening and guessing games that encourage them to explore objects and sounds. Children use tape recorders, telephones and typewriters confidently during role-play. They use a range of equipment such as magnifying glasses and magnets to explore their surroundings. Children learn about other cultures through topics such as 'Food from other countries'. There are a few opportunities to explore their immediate environment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and in a variety of ways. They enjoy balancing on stepping stones. They respond and move enthusiastically during music and movement sessions. Children's fine motor skills are developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes. Insufficient opportunities for children to learn the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their senses to explore texture and colour using a variety of media. First hand experiences such as tasting and smelling food, listening to music and feeling a range of textures allow self expression. They explore sound when playing music musical instruments and respond enthusiastically during singing sessions by clapping and joining in actions. Children spend time acting out well-known stories and enjoy their involvement in puppet shows.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- devise and implement a rigorous system to monitor and evaluate the provision for nursery education
- use regular observations and ongoing assessments to inform the short term planning to ensure children individual learning needs are met
- improve staff's knowledge of the foundation stage curriculum and how to implement it

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.