



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 507658

DfES Number: 522254

INSPECTION DETAILS

Inspection Date 10/02/2004

Inspector Name Jan Burnet

SETTING DETAILS

Day Care Type Full Day Care

Setting Name St AugustinesSchool PG

Setting Address St Augustine's RC School
Heathcote Street
Radford
Coventry
CV6 3BL

REGISTERED PROVIDER DETAILS

Name Mrs Linda Gormley

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 Pre-School was established in 1992. It operates term time only, Monday to Friday, from 8:40 until 15:00. Places are offered to children who are aged from two and a half to under five 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 45 children on the register; 18 are funded three year olds and 18 are funded four year olds. The group supports children with special needs and children who speak English as an additional language.

A total of six staff care for the children, two are full time and four are part time. Five staff are qualified, three with a level three qualification in early years care and education and two with level two. A member of staff with level two and the unqualified staff member are working towards level three.

The pre-school receives support from an Early Years Development and Childcare Partnership teacher and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

St Augustine's Pre-School provides good quality care for children. Staff ensure that the environment is warm and welcoming and the group is well organised with good routines. Space is used creatively and for part of the day, all year round, children are able to move freely between activities indoors and outdoors. Equipment and resources are good. Staff/child ratios exceed the minimum required standard whether only three and four year old children attend or when two year old children are part of the group. Documentation and records are kept in good order and up to date. Policies and procedures are thorough and informative.

Safety is given a high priority and measures taken are regularly reviewed. Security is

good. Staff are generally active in promoting good health but do not ask children to wash their hands before all meals. All staff currently have in date first aid certificates, two have completed basic food hygiene training and others will attend training in March 2004. Children are provided with a choice of fruits and a drink midway through the morning and afternoon and parents provide a packed lunch.

The interaction between the staff and the children is good. Staff are aware of individual needs and establish good relationships with the children. The children are happy, settled and secure. Toys and equipment are plentiful and are used to provide a balanced range of activities for all children. Activities are well planned. The management of behaviour is good. Children behave well and are aware of behaviour boundaries. Staff are fully aware of their responsibilities with regard to equal opportunities and resources that reflect positive images are good.

The partnership with parents is given a high priority and communication, verbal and written, is good.

What has improved since the last inspection?

Not applicable as there were no actions raised at the previous inspection.

What is being done well?

- Staff/child ratios are good and staff demonstrate a commitment to developing their skills and knowledge by regularly attending training. 83% of the team are qualified.
- The relationships between the staff and the children are good. Children are happy and settled and show great interest in the variety of stimulating activities provided for them. Staff know the children well and record observations of what children can do so that they can set appropriate challenges for individuals.
- Resources are plentiful. Children are able to choose and select for themselves from toys and equipment stored on low-level shelving. The variety of good quality resources ensures that learning in all areas is promoted.
- Staff ensure that children with special needs and children who speak English as an additional language are well supported. They work closely with parents and other professionals to ensure that the service provided enables all children to reach their full potential. Resources that reflect positive images of culture, gender and disability are good.
- The management of behaviour is good. Staff take account of different levels of development, they lead by good example and are consistent in their approach. They promote positive behaviour with praise and encouragement and children show consideration and readily share and take turns.
- The partnership with parents is good. Parents are made very welcome and a "Parental Involvement" policy has been drawn up and includes information on record keeping and opportunities for parents to discuss their child.

Assessment records are shared with parents three times in the year.

What needs to be improved?

- the hygiene practices regarding hand washing before meals.

Outcome of the inspection

Good

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
7	Ensure good hygiene practices are in place regarding hand washing before meals.

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

How effective is the nursery education?

St Augustine's Pre-School offers generally good quality nursery education, which helps three and four year old children make progress along the stepping stones towards the early learning goals. Children make very good progress in creative development, personal, social and emotional development and communication, language and literacy.

Teaching is generally good. Staff have attended foundation stage curriculum and assessment training and demonstrate a sound knowledge of the stepping stones in planning and provision of activities. However, some staff miss opportunities to promote learning as they supervise rather than support children's learning whilst they are involved in activities. Observations are regularly recorded and a system of using information to plan the next steps for individual children is in its early stages. Children with special educational needs and children who speak English as an additional language are supported well. The environment is warm and welcoming and the relationships between staff and children are good. Children receive individual time and attention. The daily time table is well balanced and staff are sensible in allowing some flexibility. The management of children's behaviour is good.

Leadership and management are very good. All staff are clear about their roles and responsibilities and communication is good. The key worker system works well and staff support each other and work well as a team. Recruitment and selection procedures are clear and an appraisal system is being developed. A high priority is given to training and development. Staff meet regularly to plan for the future, share ideas and review previous practise.

The partnership with parents is very good. A comprehensive prospectus is provided, which includes policies and procedures. Information on the curriculum and planning is shared on parent notice boards. Parents are invited to attend each term to discuss their child's progress and look at assessment records.

What is being done well?

- Staff create a stimulating environment where children learn through a good range of activities.
- Staff are good role models, relationships are good and the children are happy, secure and keen to learn.
- Counting and problem solving are integrated well into daily activities and all children are making good progress.
- Provision for creative development is very good. Children show good imagination and work with a variety of media.

- Speaking and listening skills are developing well.

What needs to be improved?

- The consistency of opportunities for children to learn about weight, capacity and length or height.
- The opportunities for children to develop an awareness of the effects of exercise on their bodies and healthy practises with regard to eating, sleeping and hygiene.
- The opportunities for children to find out about features of their local environment and talk about personal and family events.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. Three key issues were raised.

The setting was asked to provide more experiments and investigations for children to find out how things work and why things happen. The staff team have addressed this well with planned activities and opportunities for children to explore and investigate day to day with spontaneous activities, for example recently experimenting with melting snow and ice.

Staff were asked to explore sound more fully by extending the use of musical instruments, listening to a range of music and allowing children to express themselves freely with instruments. Good progress has been made in this area. Staff have attended Music for Fun training and have purchased publications to help them with ideas for movement to music and the use of music and musical instruments. Children use a very good variety of different musical instruments and audio tapes to experiment with sound and move imaginatively to music.

Staff were asked to include all aspects for each area of learning on children's record sheets to ensure their progress in each area. This has been addressed well with the use of assessment records provided by the Early Years Development and Childcare Partnership.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate happily from their parents, enthusiastically select activities and concentrate well. Older children invite others to join them and friendships have formed within the group. They are keen to take part in adult led activities and are proud of their achievements. They confidently select resources. Children are keen to contribute at group time and most speak confidently and express their views. Personal independence is well developed. They are aware of behaviour boundaries.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children speak clearly and confidently. Some younger children are a little shy and more confident in a small group. Children know a variety of rhymes and songs and respond eagerly at story time when asked to anticipate and answer questions. In role play situations older children tell younger children what they should say whilst pretending to be chosen characters. They are linking sound to letters and learning that print carries meaning. Pencil control is developing well.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children practise counting throughout the day. All confidently to five, many to 10, some beyond and a few are able to count to 20. They are learning to recognise numerals to five and are developing a knowledge of addition and subtraction with a good range of practical activities. Some children are learning to recognise numerals to nine. Children name two dimensional shapes during daily activities. Opportunities to learn about weight, volume and height or length are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a good variety of activities to explore and investigate. They discuss items on the table of interest, grow bulbs and seeds and examine different textures. They build and mould with a good variety of materials and skilfully use a range of tools. They have constant access to a computer and competently operate the mouse. Children learn about cultures and beliefs but do not share with the group personal and family events and find out little about the local environment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing skills for moving backwards and sideways, running, stopping and avoiding others and are developing an awareness of their own space and that of others. Steering and pedalling skills are practised most days and are well developed and children regularly climb and balance and enjoy obstacle courses. However, they are not learning about health and the effects of exercise. Fine manipulative skills are well developed with the use of a good variety of small equipment.

CREATIVE DEVELOPMENT

Judgement: Very Good

On a daily basis children explore colour and different textures. They confidently name different colours and older children choose and mix paints to create a colour, for example "I've made orange hands with red and yellow paint". Children practise different sounds and rhythm with a good variety of musical instruments and use their imagination or copy adults when moving to music. They re-create situations they have seen in their role play. They experiment with and talk about their senses.

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

- Provide more opportunities for children to learn about weight, capacity and length or height.
- Provide opportunities for children to develop an awareness of the effects of exercise on their bodies and healthy practises with regard to eating, sleeping and hygiene.
- Provide opportunities for children to find out more about features of their local environment and talk about personal and family events.

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.