

St Augustines Centre

St Augustines Centre, Hanson Lane, HALIFAX, HX1 5PG

Inspection date

Previous inspection date

28/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- The manager has built a highly effective and well-qualified staff team that strives to work closely with parents and continually improve learning outcomes for children.
- The quality of teaching is good and sometimes outstanding so children are well-motivated, fully engaged in learning and make good progress.
- Staff pay particular attention to promoting children's language skills in English. This means all children including those who speak English as an additional language make very good progress in their communication skills.
- Children are happy because members of staff are kind and caring, which means children's emotional well-being is well-supported.
- Great emphasis is placed on keeping children safe and staffs' knowledge of safeguarding is good. The organisation follows robust recruitment and vetting procedures to ensure that all people working with the children are suitable to do so and effective risk assessments are checked daily.

It is not yet outstanding because

- There is scope to analyse the attainment of groups of children in greater depth to identify aspects of learning that could be enhanced further to ensure all gaps in children's learning are very rapidly closed.
- There is scope to further enhance the nursery's book area to encourage children to use books more frequently.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed a small group activity in the chapel and children playing in the playroom and outdoor play area.
- The inspector talked to the manager, the staff and the children throughout the inspection.
- The inspector held a meeting and joint observation with the manager.
- The inspector took account of the views of parents who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.

Inspector

Caroline Midgley

Full report

Information about the setting

St Augustine's Centre was established in 1989 and registered in 2013 on the Early Years Register. It is situated in a former vicarage near the centre of Halifax, West Yorkshire, which is adjacent to the local primary school. It is managed by trustees of a company limited by guarantee and has charitable status. The nursery also provides a creche for adult education students, community support, advice and guidance. The nursery serves the local area and is accessible to all children. It operates from a playroom on the first floor of the building. There is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. All staff hold an appropriate qualification early years at level 3 or above. The manager has Early Years Professional Status and a further member of staff is working towards the qualification, Early Years Teacher. The nursery opens Monday to Friday term time only between 9am and 3.30pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and most children who attend the nursery speak English as an additional language.

What the setting needs to do to improve further

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

- analyse groups of children's attainment in greater depth to identify aspects of learning that could be enhanced further to ensure any gaps in children's learning are rapidly closed

- review the use of and further enhance the book area, to encourage children to use books more frequently, for example, by making the area more cosy secure and appealing to children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress because educational programmes are very effective. This is because they are carefully planned to cover all areas of learning. Staff give children high levels of children individual attention. They provide a wide range of activities and resources in a range of ways, that are exciting and meaningful to children. For example, there are a number of opportunities to paint both indoors and outdoors. An easel is available for children if they choose to paint at any time and there are a number of adult-

led painting activities. A member of staff shows children how to paint inside plastic bags, which they then make into very effective butterflies. Outdoors, children paint with water and giant brushes, or choose to paint on long lengths of paper in the outdoor classroom. The range of different opportunities to paint means individual children explore media and materials in different ways. It also ensures that children's individual approaches and preferences are well-met. Similarly children choose to draw with pencils on paper, with fingers in sand, chalk on small chalkboards indoors, or giant chinks outdoors. This means all children learn to express themselves imaginatively and creatively and this is demonstrated by displays of their work.

The quality of teaching is generally good and sometimes excellent. Staff constantly interact with the children in all that they do, encouraging and extending learning. For example, children cook in the home corner so a member of staff offers to read a recipe book. In this role play the member of staff sensitively encourages the children to communicate, count and measure. She reminds them to keep safe by washing the tomatoes and to share and cooperate with each other. She extends children's own ideas rather than directs the play, which means children are well-motivated and fully engaged in learning. As a result, children make very good progress and develop effective learning skills. Staff pay particular attention to promoting children's language skills in English. They encourage children to respond and give them time so they can think about their answers. They model vocabulary in all activities and routines and staff sometimes speak to children in their home language. This means all children make very good progress relative to their starting points. The manager teaches a small group of children who speak English as an additional language, once a week each in a quiet room. She uses a structured language development scheme that encourages children to listen and respond. The manager is an excellent teacher and children make very good progress using this scheme. This means all children, including those with special educational needs and/or disabilities make very good progress in their learning and development particularly their communication skills.

Staff actively encourage children to investigate and discover for themselves. For example, a shelf contains resources, such as a video camera and magnifying glasses that encourage children to discover and explore. These words are displayed with the resources on magnifying glass shaped labels. This helps children become familiar with words, but also encourages students and staff to promote these activities. Children enjoy listening to stories, which helps promote their literacy skills. The book area is easily accessible to children and contains a choice of good quality books. However, this area is not always well-used by children and there is scope further enhance it to encourage children to independently look at books more frequently, so they further develop early literacy skills.

Staff hold planning meetings twice a week to ensure they are catering for the children's individual needs. The staff also have planning sessions with the children each week. This means children are highly motivated and involved. Staff make regular observation and assessment of children's development. Each child's key person takes photographs and records children's activities and learning in a learning journal. This is a useful document that helps staff plan future learning opportunities and helps keep parents informed about their children's learning and development. Parents are provided with opportunities to contribute to children's learning and development, for example, they borrow activity bags to use at home. Staff communicate well with parents, including those who do not speak

English confidently. This is because some staff are multi-language speakers and talk to, and translate for, parents who speak Punjabi, Bengali or Arabic and are not confident speaking English. Children are well-prepared for their transition to school and gain all the necessary skills they require before starting. This is further promoted because children make regular visits to the adjacent school for physical play sessions. Small key groups also join the reception class on a daily basis, the term before they are due to start school. In this way they learn about the environment and routines of school life which makes them particularly well-prepared for their next stage of their education.

The contribution of the early years provision to the well-being of children

Children are happy because staff are kind and caring and the environment is light, attractive and spacious. This means children feel safe and secure and their emotional well-being is well-supported. Children build positive relationships with the experienced staff, who are very sensitive to each child's individual needs. The nursery has open days that enable parents and children to find out what the nursery has to offer. Parents attend with children during settling-in sessions and exchange information with staff. This means staff can provide individually tailored care and makes sure every child feels safe and secure in their care. Staff are deployed very effectively, which means they are able to offer support and encouragement to the children. This results in children being confident to try new things and to fully participate in the stimulating activities the pre-school has on offer. Children learn the daily routines quickly and enjoy taking responsibility for helping with daily tasks, such as tidying away toys. Staff teach children to manage risks, for example, by taking part in road and car safety activities with local street wardens and while they explore the forest school facilities at a nearby children's centre. They also participate in regular fire drills.

Children enjoy opportunities to access fresh air and physical exercise. They go on outings into the local neighbourhood for walks. They also visit the local children's centre and go to feed the ducks in the park. Children spend lots of time outdoors in the very well-resourced and attractive garden area. This means they benefit from fresh air and exercise, which promotes their health and well-being. Children are beginning to develop a good understanding of how to keep healthy and understand the importance of washing their hands after messy activities, going to the toilet and before eating. The nursery is also involved in a local tooth-care initiative and children brush their teeth daily at the nursery. They have achieved the local 'Cute Fruit Plus' award for several years. This helps children learn about staying healthy by choosing the right foods to eat. Staff encourage children's independence and self-help skills. For example, children pour themselves milk. The children choose when to eat snack; some children have this indoors and some outdoors. They sit in small groups and chat to a member of staff while they eat. This helps children learn social etiquette and good eating habits. Children are very well-behaved. This is because staff provide a calm and consistent approach to behaviour management and are very good role models.

Children are able to easily access a wide range of good-quality and stimulating resources, which support their all-round development and independence. These are well-presented and well-organised in low-level units in carefully enhanced play areas. Children are well-

prepared for their move on to school because they join the reception class for regular visits during the term before they start school. This helps them to become familiar with the school and the teaching staff. Children visit places of interest in the local community and they celebrate cultural events and celebrations throughout the year. For example, children are involved in the local Scarecrow Festival, Refugee Week, Harvest Festival and music performances. This means children begin to understand about different customs and see lots of people from different cultures, which helps them to gain awareness of differences and diversity of the world around them.

The effectiveness of the leadership and management of the early years provision

The nursery is managed by a dedicated, very well-qualified and experienced manager, who strives to continually improve learning outcomes for children. She understands the requirements of the Early Years Foundation Stage in depth and places great emphasis on keeping children safe. All staff have a good knowledge of safeguarding and know the procedures to follow should they have a concern about a child in their care. The organisation follows robust recruitment and vetting procedures to ensure that all people working with the children are suitable to do so. New staff and students complete thorough induction processes to ensure they know and understand everything they need to about how roles and responsibilities. The manager maintains all the required documentation, which underpins the good practice and reinforces the good steps in place to protect the children. The staff team work together to monitor and assess the planning and delivery of the educational programmes for all children. Each key person also tracks children's development and progress closely and seeks help and support from the manager where needed. By doing so, the staff ensure that any gaps in children's learning are identified and addressed. However, the manager does not monitor the rate of development of groups of children in detail. This means there is scope to analyse the attainment of groups of children in greater depth to identify aspects of learning to enhance further in order to rapidly close any gaps in children's learning.

The manager has built a highly effective and well-qualified staff team using effective management techniques, such as whole staff training. The team have regular discussions to ensure all members of the team share the same vision and are working towards the same goals that improve outcomes for children. The manager carries out annual performance evaluations of staff performance and accomplishments. She carries out a skills audit to identify training needs and promotes a culture of continuous professional development. Some staff are studying towards higher qualifications, such as foundation degrees and the new Early Teacher qualification. All staff benefit from regular training. This means staff are highly enthusiastic in their work and constantly strive to improve learning outcomes for the children. The manager holds twice-weekly staff meetings during which they plan activities, review policies and procedures and discuss any concerns they have about individual children, or their practice.

The nursery uses very effective systems of self-evaluation including quality assurance schemes, vision days and Ofsted inspections. They also use the Ofsted self-assessment form to support this process. They produce detailed and effective action plans, which

define short and longer term goals. Staff collect the views of parents, children and other professionals to inform and enhance this process. Staff work closely with the local authority, neighbouring school and the local children's centre. This means staff reflect on their practice and consider suggestions made by parents to improve the provision. The nursery is developing excellent partnerships with the local school, which means children's transition to the next stage of their education is very well-supported. Relationships with parents are good and parents are encouraged to be involved in the management forum. Parents say that they are happy with the pre-school and the staff looking after their children. Staff also develop good links with other professionals who share the care of the children. Parents and staff are very proud of the achievements children make and are confident children are very well-prepared before they start school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY464987
Local authority	Calderdale
Inspection number	940682
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	40
Name of provider	St. Augustine's Centre
Date of previous inspection	not applicable
Telephone number	01422 352 492

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

