

St Augustine's Nursery

14 Culverden Down, Tunbridge Wells, Kent, TN4 9SA

Inspection date	20/06/2014
Previous inspection date	01/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff help children to learn through their own play, asking open-ended questions to challenge children's learning and understanding, and enable them to make good progress.
- Staff model and encourage good behaviour and consequently all children behave well. They are kind to each other and know how to follow instructions to keep safe.
- Staff allow children time to explore and investigate the natural world and therefore children have a good understanding of what they observe and how things change over time.
- Children's cultures are celebrated through displays, activities, events and visits from the wider community meaning that all children feel valued.

It is not yet outstanding because

- Noise levels of some activities occasionally affect children's levels of concentration.

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 spoke to children and staff and observed activities within the nursery and during a visit to the local park.
- The inspector spoke to key persons about children's starting points, their progress and their readiness for school.
- The inspector looked at children's learning journals and a sample of documents.
- The inspector spoke to parents to gain their views about the setting.
- The inspector took part in a joint observation of practice.

Inspector

Victoria Cheeseman

Full report

Information about the setting

St Augustine's Nursery has been operating for over 20 years. The setting is registered by Ofsted on the Early Years Register and operates from two rooms in a detached building in Tunbridge Wells, Kent. The setting is accessible and all children share equal access to an enclosed outdoor play area and make regular trips to the local park. The nursery is open from 9.30am to 3pm on Mondays, Tuesdays, Thursdays and Fridays. It is open from 9.30am to 12.30pm each Wednesday during term times only. There are currently 54 children aged from two to under five years on roll. Children come from the local and wider community. Staff support children with special educational needs and/or disabilities, as well as children who are learning English as an additional language. The nursery employs eight staff, most of whom hold appropriate early years qualifications. The nursery provides funded nursery education for two-, three- and four-year-olds and receives support from a range of local authority early years professionals. The nursery has joined a community of other local early years settings to share good practice and training.

What the setting needs to do to improve further

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

- evaluate the impact of noise on children's levels of concentration, when activities for physical development are situated close to quieter activities.

Inspection judgements

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

The quality of teaching is consistently good and staff display a good understanding of the different ways in which children learn. Consequently, children learn through their own play whilst being effectively supported by staff. Staff actively encourage children to play and explore by providing a range of interesting resources. Many displays of children's own work around the room is relevant to current themes and children's interests. Staff provide a broad range of different activities on a daily basis to promote all areas of learning. They enable children to make choices in their play to encourage their independence by displaying resources and activities at children's level. Staff make activities meaningful by providing additional resources, such as rocks and pebbles to use with the diggers and trucks, or by adding sea creatures to the water. Staff teach children how to use equipment safely, such as different glues for different textures in the art area. Children enjoy learning about the natural world. On a bug hunt around the local park, children excitedly look for insects in the bark of trees with magnifying glasses. Staff show them real caterpillars while they are read the story of 'The Very Hungry Caterpillar' to develop children's understanding of how things change over time. Staff allow children time to observe and explore, meaning that children learn in a relaxed atmosphere and have time to form their

own ideas which they share with friends and staff.

Staff know the children well and recognise the progress they are making from their starting points. Key persons work closely with children and their families through daily 'catch ups' and through sharing children's development records with parents regularly. Children are happy and confident to have a go at developing their skills. One child sits happily at a desk playing shops, and with good pencil control attempts to write some letters. They explain that they are starting school in September and that 'my teacher taught me to write'. There is a good balance of adult-led and child-initiated activities. Staff engage children well in games to support physical development. However, sometimes these games can become rather loud and therefore affect children who are trying to concentrate or who are engaged in quieter activities close by. These games are made fun with a good variety of resources. Children follow instructions well so that everyone has a turn. For example, while playing bat and ball children are challenged to hit the ball with their bat, which most can do with good accuracy. During this game staff use mathematical language to reinforce the concept of 'high', 'low' and 'big'. Children are praised as they hit the ball and are therefore keen to have another go. Staff continually encourage children's ideas and respect their choices. Children making crowns are praised for their creativity and this is reinforced by a photograph being taken to 'show to mummy'.

Children learning English as an additional language are encouraged to acquire new vocabulary which staff model well. On a trip to the park a child spots something in a tree and staff explain that it is a bird box for birds to live in. Staff encourage the child to say bird box by sensitively reminding them 'use your words'. Staff track children's progress well from their individual starting points. Staff meet regularly to plan meaningful activities to help all children take the next steps in their development. Key persons provide good levels of support when they recognise children need additional help. Staff liaise closely with other professionals, such as speech and language therapists, as required.

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

There is a well established key-person system in place. Parents know who their child's key person is and comment that they can talk to them at any time. Key persons are sensitive to their children's needs and are quick to respond. For example, one key person explained that one of her children likes to sit with her at the start of each day until they feel ready to join in with the others. Therefore, key persons provide a secure base from which children can explore. All children are welcomed warmly by name upon arrival and therefore most children settle quickly into the rhythm of the day.

All staff are good role models for behaviour and consequently, children behave very well. They understand the consistently applied boundaries both within and outside the nursery. On a trip to the local park, children's behaviour is very good. Children walk in small groups with an allocated member of staff. They all chat happily and excitedly about what they are seeing while they listen carefully to instructions, such as slowing down so that everyone can keep up. Staff praise the children for listening and following instructions which teaches children good social skills. Children are kind and considerate to each other. Inside the

nursery children in the role-play area share resources and speak to each other politely, saying 'I need to do that, thank you'. Staff teach children how to share so that they can resolve problems by themselves, have an awareness of the needs of others and develop their social skills in a meaningful way.

Staff are knowledgeable about safeguarding and understand their duty of care for children attending the nursery. The nursery promotes healthy eating through letters and newsletters to parents and by displays on the healthy-eating board in the lobby. Children enjoy a healthy snack. Staff encourage children's independence at snack time. They provide tongs for the children to select a variety of healthy food options and small jugs so that they can pour their own drinks. Children enjoy a variety of physical activities with regular trips to the local park and through the use of equipment, such as trampolines, bats and balls.

The nursery walls are adorned with vibrant displays to celebrate the cultures of children who attend the nursery. Parents are invited to the setting to share their culture and to read to children in their home language. Festivals from around the world are celebrated and books in the reading area and printed words cover a wide range of cultural diversity. Therefore, staff help to ensure all children feel welcomed and valued. Many displays and resources around the nursery also support current themes and interests. A child who made a pirate's hat also chose materials to make a treasure map, which they proudly showed to staff. Key persons have already started to prepare notes and reports for reception teachers for the children who will be starting school. Staff invite teachers to the nursery to see the children at play in a familiar environment. These preparations aid a smooth transition to school.

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

The manager provides good leadership and fosters and encourages a whole team approach to self-evaluation and improvement. The manager is fully involved in all aspects of the nursery. She works directly with children and models good practice to all staff and carries out regular observations on staff to monitor the quality of teaching. The manager has a good understanding of the areas of learning and ensures that all children are given opportunities to progress at their own pace.

Safeguarding practice is good. A robust policy is in place with clear procedures for reporting concerns and also covers the use of mobile phones and cameras. All staff are required as part of their induction to read and be familiar with the policy. Staff recruitment procedures are good. It is the responsibility of the manager and chair of the committee to ensure that all staff employed are suitable to work with children. This, together with suitability checks through regular supervision of all staff, ensures that children are well safeguarded.

The manager and committee chair provide comprehensive induction programmes for new staff to ensure they are fully aware of their roles and have the breadth of knowledge to

work effectively. All staff are encouraged to develop their knowledge through relevant short training courses such as 'Children's well-being', paediatric first aid and food hygiene. Staff are also encouraged as part of their professional development to study for early years qualifications. There is a good system in place for self-evaluation and improvement which is shared with all staff and the committee. Areas for development are identified and monitored until they are embedded into practice. The manager has joined a collaboration of other local nurseries so that she can access support, training and to share good practice. She holds weekly staff meetings with all staff so that educational programmes can be effectively monitored. All children have a learning journal which tracks their progress across all areas of learning, from their starting points right through to when they leave to go to school. This information is shared regularly with parents. Children's significant development since last report is recorded and enables parents to see easily see their child's recent progress. Through this careful monitoring all children are supported well in their learning from their given starting points. The need for any required additional support is identified and provided quickly.

There are very good systems in place to promote working in partnership with parents. Staff value the importance of parental partnership and communicate regularly with parents so that all children are fully supported. Feedback from parents is very positive and they comment that they can speak to their key person at any time. The same key person takes responsibility for children and their siblings. Parents comment that having the same key person gives a real sense of continuity and a sense of being valued.

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	127577
Local authority	Kent
Inspection number	840673
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	54
Name of provider	St Augustines Nursery Committee
Date of previous inspection	01/10/2009
Telephone number	01892 542783

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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.

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