

St Augustines Centre

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



Inspection date	14 March 2018
Previous inspection date	28 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers reflect on the quality of provision effectively, overall. They take into account the views of parents, staff and children when making changes. Managers give regular feedback to staff about their practice. They provide professional development support to help enhance their teaching skills and improve outcomes for children.
- Staff know children well and carefully observe them during activities to find out exactly what they need to learn next. They use their accurate assessments to inform planning and identify and address, any gaps in children's learning.
- Children are confident, happy and settled. Staff use consistent, clear strategies to support children's good behaviour. Children form secure attachments to the warm and sensitive staff.
- Staff create a welcoming and stimulating environment where children thrive. They ask questions to encourage children to use their communication skills and demonstrate how to use tools and equipment. Children make good progress in their learning.
- Staff work closely with parents. They exchange detailed information about children's interests, their learning at home and what they need to learn next. This helps to ensure a consistency of approach to children's learning.

It is not yet outstanding because:

- On occasions, routine and group activities are not organised sufficiently well to ensure that all children remain fully engaged.
- Procedures to observe, develop and enhance the quality and impact of staff practice are not focused sharply enough on improving the overall quality of teaching.

What the setting needs to do to improve further

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

- support children's engagement to the highest possible level, particularly during group and routine activities
- strengthen the procedures for monitoring staff practice and support staff even more to enhance the overall quality of teaching.

Inspection activities

- The inspector observed the quality of teaching and the impact of this on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at documentation, including evidence of the suitability and qualifications of staff.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of signs that potentially indicate a child may be at risk of harm. There are clear procedures for reporting concerns promptly. Staff work closely in partnership with other professionals. For example, they share information about children's development with health professionals at key points. This helps to identify any concerns swiftly and provide a consistent approach to support children's ongoing development. Staff also liaise closely with teachers at the on-site school. This partnership work supports older children effectively when they move on to the next stage of their learning. Managers use additional funding effectively. For example, children who need extra support with some aspects of their learning benefit from targeted teaching. This helps to narrow any gaps in their achievement.

Quality of teaching, learning and assessment is good

Staff support children's learning well. They join in with play activities with enthusiasm. They sit alongside children at their level and maintain eye contact and conversation to encourage them to communicate. Children use a good range of play equipment and resources that they can select independently. For example, they manipulate dough with tools and their hands, use paint and halved fruits for printing on paper and fill and empty containers in the sand and water. Staff encourage children to practise their early mathematical skills, including copying and identifying patterns, using coloured cubes. Children develop their small-muscle skills as they thread beads onto strings. They frequently join in with their favourite nursery rhymes, which helps to support the development of their good early literacy skills.

Personal development, behaviour and welfare are good

Staff work closely with parents to help children settle well at the pre-school. For example, they carry out home visits and gather information about children's likes and dislikes and their abilities. They use this knowledge to inform initial assessments and planning. Children learn about the importance of staying safe and healthy. Staff encourage children to assess risks during their outdoor play. Children clean their teeth after eating nutritional snacks, as managers have identified the need to support good dental hygiene habits. Staff discuss the benefits of healthy eating with children as they create pictures to represent plates of foods that are good to eat. Children benefit from fresh air and daily exercise outdoors. This supports the development of their good physical skills. Children who prefer to learn outside access a range of activities, including sharing books and stories.

Outcomes for children are good

All children make good progress in their learning. They acquire the skills necessary for their future learning, including the eventual move to school. Children have plenty of opportunities to socialise with others and to find out more about the wider community. Children become independent; for example, they help to clear away plates and beakers after their snack and put on their coats before going out to play.

Setting details

Unique reference number	EY464987
Local authority	Calderdale
Inspection number	1102551
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	36
Name of registered person	St. Augustine's Centre
Registered person unique reference number	RP532770
Date of previous inspection	28 March 2014
Telephone number	01422 352 492

St Augustine's Centre registered in 2013. There are six members of childcare staff, all of whom hold early years qualifications at level 3 or above. The manager and her deputy both hold early years professional status. The nursery opens Monday to Friday, during term time only, between 9am and 3.30pm. It provides funded early education for two-, three- and four-year-old children.

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