

Inspection of St Augustine's Under 5's

St. Augustines Under 5s, Charlton Close, Hoddesdon EN11 8DR

Inspection date:

28 February 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff warmly welcome children into this nurturing pre-school. They pay detailed attention to children, so they have the best start in life. Children feel safe and secure as a result of a highly effective key-person approach. Leaders and staff skilfully respond to children's individual needs. Children have an excellent understanding of hygiene practices. When engaging in self-care routines, children show the importance of washing their hands to eliminate 'germs' and how to dispose of tissues correctly. As a result, children make incredible progress through highly effective teaching.

Leaders and staff work together to plan a well-sequenced curriculum for all children and their individual needs. They act as positive and nurturing role models, so children understand their emotions. For example, staff prioritise meaningful and calm conversations with children to help them regulate their feelings. As a result, staff value children's voices and consider their input.

Children show high levels of care and attention. They show a deep understanding of what babies need and demonstrate this with increasing confidence. For instance, children prepare the baby dolls by changing their nappies and clothing them to keep them 'clean' and 'warm'. This level of care and attention enriches children's experience further.

What does the early years setting do well and what does it need to do better?

- Leaders and staff are committed to providing high-quality education and care to meet children's individual needs. Communication and language is a high priority. Staff implement strategies, such as the use of props and visual aids, to help children become effective communicators. For example, when staff read a book, children enjoy carrying out tasks to find objects they have read about. As a result, children build their listening and attention by making links to objects and sounds.
- Leaders and staff collaborate incredibly well with outside professionals. This helps children get the support they swiftly need. The pre-school has close monitoring strategies to further children's development and identify any concerns. As a result, children make exceptional progress, and information is shared appropriately to target children's needs.
- The pre-school has an extremely supportive link with parents. Parents value the partnership and the seamless efforts made. Leaders and staff prioritise building these deep connections to give the best care for all children. For example, all staff invest heavily in regular, quality interactions to help children settle well. As a result, children and families are supported as a whole at the pre-school.
- The development of children's hygiene practices is highly ambitious and guided

by all staff. Children confidently demonstrate why they wash their hands and talk about the importance of cleaning 'germs'. Furthermore, all staff help sustain children's health and well-being at snack times. Children benefit from well-balanced options and talk about the effect this has on their bodies to feel 'full of energy'.

- Children independently access resources to further their imagination and play. For instance, children discuss their ideas about what a toy toaster can do. They discuss what happens to bread that turns to toast. As a result, children develop effective thinking to test their ideas.
- Leaders and staff encourage children to explore their physical skills. Children demonstrate many skills, such as coordination, balance and control. They navigate speed and direction with bicycles and cars and carefully plan routes. Furthermore, this helps children to create a sense of self and become active problem solvers.
- Staff's morale is high, and leaders are highly regarded by all. Supervisions and appraisals are conducted routinely to monitor staff's progress and development. Staff report the excellent interactions and direct support from the leadership team. As a result, staff demonstrate enthusiasm to develop and actively learn in their roles.
- Leaders have high expectations for staff and support them to broaden children's experiences. The whole team regularly reflects on adaptations to get the most from children and enhance their learning. As a result, there is a feeling of respect and collaboration.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2690320
Local authority	Hertfordshire
Inspection number	10372160
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	46
Name of registered person	St Augustine's Under 5s
Registered person unique reference number	2690317
Telephone number	01992460614
Date of previous inspection	Not applicable

Information about this early years setting

St Augustine's Under 5's registered in 2022. The pre-school employs eight members of childcare staff. Of whom, one holds an appropriate qualification at level 4 and six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term-time only. Sessions are from 8.45am until 3pm on Mondays, Tuesdays and Thursdays, and from 8.45am until 11.45am on Wednesdays and Fridays. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector

Courtney McAllister

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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.

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