

St Luke's Pre-School Nursery

Inspection report for early years provision

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Inspection date

15/07/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

St Luke's Pre-School Nursery registered in 1997. It operates from St Luke's Church Centre in the Lodge Moor area of Sheffield and serves the local community. A maximum of 40 children may attend the nursery and out of school care provision at any one time. The nursery is open each weekday during term time from 7.30am to 6pm. The holiday club operates from 8am to 6pm during school holidays except for a week at Christmas. School age children are collected by minibus from Hallam Primary School.

The nursery is based in the hall, lounge, upper room and meeting room and has access to an outside area. There are currently 48 children in the early years age range on roll. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. It employs eight staff, six of whom have an appropriate early years qualification. The setting receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting demonstrates a realistic understanding of its strengths and areas for improvement and recommendations from the previous inspection have been successfully addressed. Self-evaluation is used to ensure continuous improvement. The setting is very well organised and committed to improving the outcomes for children. The individual needs of children are well supported to ensure they make good progress in their learning. The setting has a good understanding of equality of opportunity and how to promote inclusion. There are strong partnerships with parents and others. The majority of requirements are being met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that children do not leave the premises unsupervised (Safeguarding and welfare).
- 28/07/2010

To further improve the early years provision the registered person should:

- revise the planning system to ensure effective planning for all children.

The effectiveness of leadership and management of the early years provision

The setting has clear policies, strategies and procedures to ensure the safeguarding and welfare of children. It has established clear management responsibilities in relation to child protection including a designated person who has completed relevant training. Managers ensure adults know and understand child protection issues and how to implement procedures and staff have completed some form of safeguarding training. As a result, they are aware of signs that would alert them to any concerns. Recruitment procedures are robust and all staff are checked to ensure they are suitable to work with children. The setting conducts sound risk assessments and takes action to eliminate any hazards, including assessments for each specific outing. The premises are safe and secure and there are clear procedures for the safe release of children. Security is good overall as the setting takes steps to prevent intruders entering the premises and all visitors and parents are greeted at the door. However, some staff are not always vigilant at busy times to ensure children are unable to leave the premises unsupervised. Furniture, equipment and toys are of good quality and suitable and safe for the children attending.

The setting maintains positive links with other professional agencies and other early years providers to ensure the continuity of care and learning for all children. For example, speech and occupational therapists visit children at the setting and detailed information regarding children's progress is shared with the school. Partnerships with parents are good and the setting encourages parents to be involved in their child's care and learning and share what they know about their children. For example, children's progress and achievements are shared and parents are encouraged to share any observations they make at home. Parental questionnaires are conducted, which indicate that they are happy with the overall service their children receive. Required details are gathered from parents regarding children, such as home addresses, contact details and any health issues.

Individual groups of children are being considered when planning activities. For example, boys' and girls' different learning styles have been well planned for and children with English as an additional language are confident to use their home language in the setting. In addition, there are designated members of staff who have appropriate training to support children with special educational needs and/or disabilities; they meet with other agencies and parents to ensure the children's needs are being fully met. The setting shows a good capacity to improve in the future through a strong management team. It uses self-evaluation to reflect on its practice, which realistically identifies areas for improvement. Good progress has been made since the previous inspection; as a result, the early years provision has been enhanced and this promotes better outcomes for children.

The quality and standards of the early years provision and outcomes for children

The learning environment both indoors and outdoors is welcoming and inclusive. Children are able to move around freely and choose their own activities with confidence. Staff demonstrate a good knowledge of child development and know individual children well. As a result, children's learning is effectively supported in all areas. Staff use observations, assessments and children's interests to plan stimulating and purposeful activities. The children's progress is monitored to ensure any gaps in their learning are quickly identified and appropriate support is sought to ensure all children are learning to their full potential. Planning systems have been revised to ensure effective planning for all children, although this new system has not yet been fully implemented as managers are in the process of evaluating it to ensure all staff have a good understanding of the process. Children's personal and social skills are developed well. They play together harmoniously and have made close friendships while at the setting. They behave well and understand the simple rules of the setting and staff use positive praise and encouragement to promote good behaviour. As a result, children are confident and have good self-esteem.

The children's understanding of the wider world is demonstrated through their respect for each other and how they accept each other's differences within the setting. A very good range of factual and fictional books enhances children's understanding of the world around them. For example, there are books on homes and clothing from around the world and an atlas and maps. Communication, language and literacy skills are progressing well. Children are inquisitive and ask questions about how things work and enjoy discussions about stories and books. They also talk about their interests and family lives to each other and staff. Children enjoy role play and use their imaginations well. For example, younger children put nappies on their dolls and take them for a walk in the garden, saying they are taking them to the shops. Their problem-solving and numeracy skills are strong. They are able to count and recognise some numbers and shapes, and older children understand size. For example, they discuss who is the tallest or smallest and measure themselves and staff to confirm their thoughts. Overall children are developing good skills for the future and enjoy their learning in a stimulating environment.

Children understand the importance of staying safe and generally feel safe in their environment. They know not to run down the stairs and are involved in activities such as 'Beep Beep Day' when children learned about road safety. Children adopt healthy lifestyles as they follow routines that promote their personal hygiene skills. They are active and understand the benefits of physical exercise and the importance of being healthy. For example, they discuss that superheroes are healthy and strong because they eat healthy foods. Children are also involved in making healthy choices through going to the fruit shop to select healthy snacks and they participate in the preparation of their snack to further extend discussions about healthy eating.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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