



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 300917

DfES Number: 520443

INSPECTION DETAILS

Inspection Date 09/11/2004
Inspector Name Jill Lee

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name St Luke's Pre-School Nursery
Setting Address St Lukes Church Centre
Blackbrook Road, Lodge Moor
Sheffield
S10 4DE

REGISTERED PROVIDER DETAILS

Name St Luke's Pre-school Nursery Ltd 4822755

ORGANISATION DETAILS

Name St Luke's Pre-school Nursery Ltd
Address St Lukes Church Hall
Blackbrook Road, Lodge Moor
Sheffield
S10 4LP

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

St. Luke's Pre School Nursery was registered as a sessional community playgroup nearly 30 years ago, and has offered full day care since 1997. It operates in 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 7:30 to 18:00. All children share access to a secure enclosed outdoor area.

The nursery has use of varied rooms within the church, but operates mainly from a large hall and adjoining lounge. The premises are shared with other users on most days.

There are currently 59 children aged from 2 to under 5 years on roll; of these 43 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs, and who speak English as an additional language.

The nursery employs 10 staff, five of whom have an appropriate early years qualification; two staff are currently working towards a level three qualification.

The nursery is undertaking the local quality assurance scheme, the Sheffield Quality Kitemark.

How good is the Day Care?

St Luke's Pre-School Nursery provides good quality care for children.

A welcoming and child-friendly environment is created in which children enjoy a wide range of well planned activities. The varied needs of both pre-school and school aged children are met very creatively. Children are able to select resources independently to develop their own imagination and play ideas. The outdoor environment and local community are used well to extend children's play and learning experiences.

High priority is given to children's safety and welfare. Comprehensive policies and procedures are in place which are implemented effectively by staff; these are reviewed systematically and most are up to date. Staff have a clear understanding of their responsibilities with regard to protecting children. They manage shared use of the church building very effectively; transitions between rooms on several days are achieved with minimal disruption to children, although no formal monitoring is in place. Children's awareness of safety issues is raised well within activities and day to day routines, which are flexible and child-led.

Staff know children very well and provide sensitive support for individual needs with parent's help; they establish warm and trusting relationships. Staff provide positive role models, encouraging children to care for each other and their environment; older children are helpful and caring to younger ones. Children are praised often, and are supported well to explore and enjoy the whole nursery environment with increasing confidence.

Staff develop strong partnerships with parents. New parents are encouraged to spend time in nursery settling their child and sharing information about home with the key worker; they develop relaxed and comfortable relationships. Parents receive detailed ongoing feedback about their child's progress, and regular newsletters keep them informed about activities and nursery developments.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff plan a wide variety of activities and play experiences, supporting all areas of children's development. The outdoor environment is used well; visitors are invited to the nursery to support topics, and children enjoy a variety of outings in the local community.
- Children enjoy lots of new experiences; they are able to plan their own play and select freely from a well planned activities and varied resources, encouraging them to develop their own ideas and imagination.
- Policies and procedures which underpin the day to day running of the nursery are implemented very effectively by staff. Staff place strong emphasis on children's safety and welfare, and children's understanding of safety issues is raised well.
- Children are very happy, settled and secure in the welcoming nursery environment; interactions are warm and trusting. Children receive lots of praise and encouragement, promoting their confidence and self esteem. Individual needs are supported with sensitivity.
- A strong partnership is developed with parents; relationships are relaxed and comfortable, ensuring families feel valued and included.

What needs to be improved?

- management and monitoring of daily routines and maintenance of staffing ratios, specifically on days when transitions between rooms within the shared premises are necessary
- the process for monitoring and updating of policies (specifically Complaints and Child Protection), and availability of documentation for inspection.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since the 1st April 2004 Ofsted has not received any complaints about this provider.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Review and systematically monitor the way transitions between rooms are organised, to ensure suitable arrangements and staffing ratios are maintained at all times.
14	Develop a clear system to ensure policies are monitored and reviewed, so they are up to date and reflect current practice; also ensure all required documentation can be stored confidentially on the nursery premises, and is readily available for inspection.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

St Luke's Pre-School Nursery provides very good quality nursery education. Effective teaching is helping children to make very good progress towards the early learning goals in all areas of learning. Children are confident communicators, enthusiastic and motivated to learn.

The quality of teaching is very good. Staff have very good knowledge of the early learning goals and planning is very comprehensive. They have created a very accessible, varied and well resourced learning environment. Varied and stimulating experiences are planned increasing children's awareness of and interest in the natural and wider world. Activities are differentiated very effectively; choice and challenge could be made more imaginative for the oldest children. Children are grouped appropriately; children with special educational needs are fully included and their needs supported very well. Staff interactions with children significantly enhance their development, promoting confidence, initiative and very good language skills. Staff assess children's learning and use this information very effectively to plan what children learn next. Caring behaviour is reinforced, and children's behaviour is excellent, encouraged by high expectations and sensitive support.

Leadership and management is very good; systems to monitor and evaluate progress are clearly established. Staff work together very effectively as a cohesive team. There is well planned access to training opportunities based on appraisal, and clear processes to share, evaluate and develop good practice.

Partnership with parents is very good; parents are well informed about the foundation stage curriculum and encouraged to become actively involved in their child's experiences at nursery. Parents may access their child's records at any time, and information about children's progress is shared supportively on a daily basis.

What is being done well?

- Children are interested, confident and enthusiastic; they are motivated to learn and try new experiences, and they concentrate well on activities they enjoy.
- Children's individual needs are assessed and supported very sensitively, ensuring their inclusion and active involvement in all activities. Information is shared very effectively with parents on a daily basis.
- Staff have created a stimulating and child-centred environment; children's language and numeracy skills are promoted well in everyday situations, and extended effectively in well planned, age- based, focussed activity times.
- Children behaviour is very good; their self esteem is high, and they develop caring relationships. They learn to share, take turns and consider the feelings of others.

- Staff work very effectively as a cohesive team; activities, and children's engagement within them, are evaluated effectively on a day to day basis to inform planning for children's progress.

What needs to be improved?

- the range of activity and resource choices consistently planned and available within focussed activity times, especially for older children.
- parent's understanding of the way development records are used, the way information is shared with parents about their child's progress, and their opportunity to access and contribute to their child's development record.

What has improved since the last inspection?

Progress since the last inspection is very good.

Planning is now soundly based on the stepping stones and there are logical links between long, medium and short term plans ensuring that activities now have a clearly defined learning focus. Staff understand what children are intended to learn from activities, and promote children's progress in all areas of learning. Daily focussed activity groups enable staff to extend opportunities for children to interact, talk and explore ideas with each other and staff. The programme for communication, language and literacy clearly develops older children's ability to begin to link sounds and letters, to read and write a range of familiar words, and to learn to form letters correctly.

Planning for physical development is now very creative, ensuring that children have better opportunities to move confidently, with control and coordination, and to develop a better awareness of space, themselves and others.

Information is exchanged very effectively with parents on a day to day basis. Parents can ask to see their child's records at any time, but formal feedback meetings are not currently planned. Staff plan to further raise parent's awareness as to why assessment records are kept and their purpose in planning to help children make progress, within a review of how to ensure formal feedback is offered to parents in a systematic way.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children use initiative in selecting activities and resources; they concentrate well and persevere to develop new skills and to complete activities. They contribute enthusiastically in group times. Children understand expectations and their behaviour is very good; they listen to others, take turns and share. They develop confidence, and are able to express their own needs and consider the feelings of others. They enjoy many experiences linking them with the local community and other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children share experiences, communicating their ideas clearly and confidently. They interact well and negotiate with others to resolve problems. They listen carefully and begin to develop reading skills, sharing and enjoying books for information and enjoyment. They make their own books. They use writing to record and communicate in many different ways. Children learn to recognise and practise writing their name, and most older children can link and name the sound and letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy number rhymes, and counting, recognising numbers and using number names accurately up to ten. They match, sort, and sequence in role play, jigsaws and construction. Children have opportunity to explore shape, size, measure, weight and capacity in everyday practical activities, and are encouraged to solve problems in everyday situations. They use comparative size and positional language with comprehension in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the natural world, about animals and their habitats. They grow plants and observe changes in the seasons. They record their findings in varied ways. They develop skills to make models but need to access tools and resources daily to explore their own ideas in independent play. They use a computer with skill. They are confident to share information about their own lives, and learn about the lives of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use the large nursery space with confidence, they climb stairs and use the climbing frame with care, they balance on logs. They learn skills to ride bikes, catch balls, move in different ways to music. They develop fine motor skills in small world play and threading; they practice writing and hold a pencil correctly, cut skilfully with scissors and roll playdough. They learn about the importance of good health and hygiene, and taking care of their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore paint, dough, collage, experimenting with colour and texture. They express their imagination in art work, dance and role play; they need daily access to resources to freely explore their own creative ideas. They use their own experiences and extend their imagination creatively, using stories, music and dance. They express pleasure as they run in the rain, pretend to be animals, dance joyfully to emotive music. They enjoy singing, action rhymes and making music.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the range of activity and resource choices within focussed activity times, especially for older children
- the way information is shared formally with parents about their child's progress, and their opportunity to access and contribute to their child's development records.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.