

St Luke's Nursery

St Lukes Family Centre, Barnsley Road, SOUTH KIRKBY, WF9 3BG

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| Inspection date | 01/10/2012 |
| Previous inspection date | 16/04/2009 |

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|----------------------------------------------------------------------------------------|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 1 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Children's needs are quickly identified, and exceptionally well met through the robust and effective partnerships between parents, other providers and external agencies.
- Practice is inspirational and provides rich and varied experiences for children of all ages, which ensures they make rapid progress in their learning from their starting points.
- Children are very independent, curious, exceptionally well-motivated and eager to join in, showing an excellent disposition to learning.
- Teaching is based on an excellent knowledge and understanding of the areas of learning and practice consistently achieves very high standards for all children.
- Leadership is inspiring, there are high expectations for staff whose performance and its impact on children's learning is monitored exceptionally well.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the inside and outside environment, and carried out a joint observation with the manager.
- The inspector looked at children's assessment records, evidence of staff's suitability, and a range of other documentation including policies, procedures, risk assessments, parental questionnaires and survey results.
- The inspector also took account of the views of one parent spoken to on the day and the information included in the self-evaluation form.
- The inspector spoke to the manager, members of staff and children throughout the session.

Inspector

June Rice

Full Report

Information about the setting

St Luke's Nursery opened in February 2003. It is run by St. Lukes Church and is a registered charity. It operates from a converted building, situated in South Kirby near Pontefract. There is a secure outdoor play area. The nursery is open Monday to Friday

from 7am to 6pm all year round, excluding one week at Christmas and Bank Holiday Monday. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 125 children on roll.

The nursery employs 25 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or above, and two at level 2. The nursery receives support from the local authority. The nursery provides funded early education for two, three and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- make easily available all information about children's prior skills so that this accessible to staff at all times.

Inspection judgements

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

Practitioners are very knowledgeable about how children learn and their teaching is based on their excellent understanding of the seven areas of learning. Practitioners have very high expectations for all children and they make excellent use of educational programmes, which provide rich and varied opportunities that successfully extend children's learning and development. Practitioners are extremely confident and actively contribute to children's learning. For example, they use excellent questioning techniques that encourage children to think and talk about what they are doing and this helps them to consolidate their language skills. Exciting activities and resources effectively cover all seven areas of learning and along with the well-planned environment keeps children motivated and eager to learn.

The excellent systems for observing and assessing children's progress are based on the accurate use of information regarding children's prior skills on entry, although on the rare occasion a piece of information may go awry. The provision are particularly well-focused on children's personal, social and emotional development and communication skills. Parents, carers, outside agencies and other early years professionals are fully included to order to secure timely interventions and support, and to help get children ready for their transition to a new home, another provision or school. Practitioners confidently identify the correct development bands that children are presently working within and their next steps in learning. Evidence of children's progress is clearly recorded in children's files and

include written observations, photographs and examples of children's 'work'.

Partnerships with parents are given priority and this helps to promote the learning and development of all children. For example, parents are invited to share information before their children start about what they can do, their likes and dislikes, their family and familiar routines. The nursery operates an open door policy as parents meetings did not work so well, and it is clear through discussions with parents and practitioners that this system works well. Parents are more responsive and help to extend their children's learning at home. For example, they are provided threading beads to encourage their children to practise their small physical skills at home.

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

Excellent care practices ensure that children are quickly settled, happy and thoroughly enjoy their time at the setting. For example, children are given time to connect to a member of staff of their choosing, who then becomes their key worker; time is also taken to gather thorough information about their home routines, family and care needs. Staff are extremely good role models, they model good behaviour, are polite with each other and work exceptionally well as a team. This helps children learn about acceptable behaviour and how to cooperate with others. Children are encouraged to learn how to manage their own hygiene and personal needs. They go to the toilet independently and are supported with hand washing to ensure they learn how to wash and dry hands properly. Children help themselves to drinks and babies drinks are kept within reach.

Children's physical skills and their enjoyment of the outside area is actively promoted. They show boundless energy as they run freely outside. They skilfully ride bikes and scooters, carefully avoiding children and other obstacles in their way. They talk about being hot after 'running fast', feel their heart beat and remove their coat to help them cool down. Children's balancing skills are encouraged as they walk along a balancing bar, while older children show off their balancing skills by standing on one leg while riding a scooter. Children are provided with a nutritious and healthily balanced diet, which the cook freshly prepares on a daily basis taking account of all allergies and specific dietary needs. Children plant and carefully tend vegetables and fruit which they help to prepare for their snacks, this helps children to learn the importance of a healthy diet. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they are provided opportunities to manage their own risks, such as when they learn to climb and balance. They are included in emergency evacuations and learn about people who help. Children show they feel safe in their environment as they approach visitors to ask why they are there, while younger children stay within their comfort zone for a short time until they also feel safe to approach and follow their interest in the laptop being used.

Practitioners give priority to enabling children to build on their existing skills and this helps them make rapid progress in their personal social and emotional development, physical development, communication and language. A successful, well-developed transition process, that involves parents, visits from teachers at local schools and the sharing of

children's care and development records, helps children get ready for school. The well-planned environment is significantly enhanced through the excellent use of resources, varied and interesting activities and play opportunities that promote children's independence and choice. Children make choices about what they want to do and eagerly join in more focused activities, responding well to practitioners well-timed interventions. Staff listen to younger children as they use names of colours in their play, acknowledge what they are saying and sensitively correct them without telling them they are wrong. They are constantly making excellent use of simple language, they use single words with younger children to reinforce their understanding, and introduce two or more words to encourage other children to extend their sentences.

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

The provision gives the highest priority to safeguarding. Excellent systems enable the provision to work in close partnership with parents and others to safeguard children. The practitioners demonstrate a first class understanding of child protection and are extremely confident in their ability to implement safeguarding procedures in order to protect children. There is a clear procedure for safeguarding that is available to all practitioners, parents, carers and other agencies, which includes clear guidance on the procedures that will be implemented in the event of a child protection concern being identified. All required documentation is in place and reviewed annually. Robust risk assessments clearly identify possible hazards and the action taken by the provision to eliminate or reduce any risks.

Leadership is inspirational. The manager demonstrates an outstanding commitment to improving the quality of the provision and has clearly identified the provisions priorities for improvement through a thorough and effective self-evaluation process. This takes full account of what practitioners and parents say through staff meetings, questionnaires and surveys. A robust action plan successfully targets areas for further improvement and this has noticeably improved the quality of the provision. For example, the outdoor environment now includes a small adventure playground to help develop children's desire to climb and explore, supporting their physical skills, and they have a garden for planting and sensory activities. This area has been made accessible for all children with the addition of a ramp. Dual language books have been introduced for children who have English as an additional language, and members of staff are learning a second language to support children. The environment is rich with labels representing letters, numbers, shape and colour. Areas identified by the provision to ensure continual improvement include the continued professional development of all practitioners. They also keep up-to-date with play and educational equipment to ensure that every child has equal opportunity to learn through play.

The provision is committed to providing fully inclusive, high quality care to ensure that children continue to make excellent progress according to their starting points. Staff's performance, and its impact on children's learning is consistently monitored and this shows there are high expectations of staff. Practitioners have supervision meetings and a

yearly review where their professional development is discussed and appropriate training opportunities are identified and planned for. Practitioners have developed systems that help them accurately observe, assess and monitor each child's progress, along with the effectiveness of the educational programmes, planning and assessments on their learning. This is based on their expert knowledge and understanding of how children learn. This ensures that every child, from the youngest to the oldest, and of every ability, receives a happy and enjoyable early years experience that secures their future learning.

The close partnership working with external agencies and other providers ensures that children receive the best possible care and support to enhance their well-being and help them to all make rapid progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

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| Unique reference number | EY256122 |
| Local authority | Wakefield |
| Inspection number | 860426 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 65 |
| Number of children on roll | 125 |
| Name of provider | St Lukes Church |
| Date of previous inspection | 16/04/2009 |
| Telephone number | 01977 650119 |

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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 that are usually their 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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