

St Luke's Pre-School Nursery

St Luke's Church Centre, Blackbrook Road, Lodge Moor, SHEFFIELD, S10 4DE

Inspection date

14/01/2013

Previous inspection date

15/07/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled in the nursery because there are suitable arrangements in place to make sure they build sound attachments with their key person.
- Children have suitable opportunities to make progress in their learning and development because a range of activities are provided that are age-appropriate.
- The newly appointed managers are keen to continue improving the service the nursery provides and make sure they meet the needs of all the children who attend.

It is not yet good because

- Children's safety is potentially hindered because recruitment and vetting procedures, particularly for directors of the company are not always rigorous.
- Children's progress in their personal, social and emotional development is not always promoted as effectively as possible because younger children do not always have regular opportunities to talk and share their opinions; children in the out of school club are not involved in agreeing and implementing codes of safe behaviour.
- Children's physical development skills are not widely supported as there are few opportunities for them to use a broad range of play equipment in an appealing outdoor and indoor environment.
- Self-evaluation lacks rigour and is therefore not yet robust enough to fully monitor practice or effectively identify areas for development that will improve learning opportunities and outcomes for children.

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 all rooms and the outside learning environment.
- The inspector took part in a joint observation of daily routines in the indoor and outdoor play areas.
- The inspector held meetings and observed practice with the manager and deputy manager of the provision.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents, as recorded in their written feedback to the nursery.

Inspector

Tara Street

Full Report

Information about the setting

St Luke's Pre-School Nursery was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within St Luke's Church Centre in the Lodge Moor area of Sheffield, and is managed by St Luke's Pre-School Nursery Ltd. The nursery serves the local area and is accessible to all children. It operates from the hall, lounge, upper room and meeting room and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of child care staff. Of these, one holds Early Years Professional Status, one holds an appropriate qualification at level 6, one holds an appropriate early years qualification at level 5 and five hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm during term time and from 8am until 6pm during school holidays, except for a week at Christmas. The nursery offers before and after school care as well as holiday provision. School age children are collected by minibus from Hallam Primary School. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also offers care to children aged from five to 11 years of age. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review procedures for the recruitment and vetting of directors to the company to ensure they are robust; this includes informing Ofsted where appropriate
- improve the educational programme for personal, social and emotional development by: involving children in the out of school club in agreeing and implementing codes of behaviour, such as wearing high visibility jackets when leaving the nursery; providing regular opportunities for young children to talk to their small group about something they are interested in and to share their opinions.

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

- improve the planning and organisation of the outside and large indoor play environment so that it is appealing and well resourced to develop children's physical skills, for example with bikes, cones, balls, hoops and boxes
- extend self-evaluation to ensure that it is more rigorous and effective in informing the nurseries priorities and setting challenging targets for improvement that will improve outcomes and opportunities for children.

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

Staff demonstrate a suitable understanding of how to implement the revised Early Years Foundation Stage, including how to promote children's learning and development. Appropriate levels of support are provided to ensure that all children have opportunities to make progress towards the early learning goals. Assigned key persons plan activities, taking into account children's interests, capabilities and starting points. Children have individual learning records, which include regular observations linked to the seven areas of learning. These appropriately identify the next steps in children's learning to inform future plans. Procedures for tracking children's achievements are used appropriately to ensure children make sound progress. The nursery satisfactorily involves parents in their children's learning because they ask them to complete home observation forms and regularly share children's achievements through bright and attractive information boards. Parents are also advised of up and coming events through the nurseries website.

Children enjoy making marks with coloured pencils and stencils and take part in a variety of arts and messy play activities. For example, they play in the sand and water tray and enjoy exploring with a variety of paints and junk modelling materials. Children enjoy being creative and making sticky collage pictures. Staff sensitively show them how to spread the glue and demonstrate how to sprinkle the oats over the top. Children represent their feelings through role play as they dress up as 'builders' and use hammers, saws and tape measures when building with construction sets. Others enjoy dressing the dolls and carefully wrap them in blankets before putting them down for a nap. Children are developing good friendship groups and play cooperatively with each other. They remind each other that they need to share, and staff give them time to resolve their own conflicts and consider each other's feelings without intervening.

Children are developing a love of books because they can freely access them, they enjoy sharing them together in the home corner and listen in small groups as staff read to them. Staff extend children's early reading skills because they point to the words as they read and use good intonation to maintain their interest. Children's communication and language skills are appropriately encouraged through various activities, including songs and rhymes at group times such as 'Wheels on the Bus' and 'Twinkle, Twinkle Little Star'. However, other opportunities at group time for young children to talk about something they are interested in, have done, or to share their opinions are less well developed. For example,

although staff ask children to choose a favourite song they are not given enough time to answer before staff make a suggestion and there are few opportunities for children to talk about the story book and what they think about it.

Staff provide an appropriate range of opportunities for children to develop their understanding of the world and physical skills. They go on walks in the community, participate in racing games in the hall and enjoy making a snowman outside. However, the planning and organisation of the outside and large indoor play environment does not always provide children with an area that is appealing. The area is not equipped to inspire children to participate, such as through providing bikes, cones, balls, hoops and boxes. As a result, children's health and physical development skills are not always effectively supported.

Staff support children's early mathematics skills appropriately and plan activities to promote their counting skills. For example, children excitedly go outside and make marks on a chart when they see different coloured cars go past. They are then effectively supported by staff to count how many they saw of each colour and discuss which they saw the most and least of. Children's mathematical understanding is further supported because staff talk about numbers as they read stories and discuss simple calculations when building a train track. Children are acquiring the skills they need for moving on to another setting or school. Staff complete a detailed transition document containing the children's learning and achievements. As a result children are well prepared for their next stage in learning.

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

An effective key person system in the nursery means that children are forming sound attachments with staff and have a good sense of well-being and belonging. Children are learning about healthy eating because staff talk to them about what they are eating as they enjoy a choice of fresh fruit such as, bananas, apples and tangerines at snack time. Children are developing good manners because they are encouraged to say 'thank you' when they are helped to open their packed lunches or given their cooked meals and drinks. They develop good independence because they are encouraged to feed themselves. Children know where things belong in the nursery and help to tidy away when asked. Children are supported to keep themselves safe because staff remind them to sit carefully on their chairs and explain that they will hurt themselves if they tip over. Children show they feel safe in the nursery as they happily settle down on the carpet for their individual group time before lunch.

Children in the nursery are learning about acceptable behaviour because they are reminded to share their toys and be kind to their friends. However, young children in the out of school club have not been involved in agreeing the rules of behaviour during drop off and collection periods from their schools. This means they are not always aware of the importance of some practices to ensure their safety, such as why they wear high visibility vests. Children are beginning to learn about the importance of exercise because they have regular opportunities for outdoor play and enjoy walks to the local shops and parks.

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

The nursery has appointed a new manager and deputy manager who have been in post for two weeks. They have high aspirations for good quality care and education through ongoing improvement. For example, many improvements have already been made with priority focused on the most important areas. This includes the reviewing of all staff training and development needs and seeking further support from the local authority quality improvement team. This has had a favourable impact on the nursery as a whole. The managers have a sound understanding of their responsibilities to meet the learning and development requirements and therefore, overall, children are provided with an appropriate range of experiences across all seven areas of learning. Satisfactory systems are in place to support the ongoing evaluation of the nursery and clear action plans are already in place which highlight the key areas for development. For example, staff are regularly asked for their views and a new parent questionnaire has been sent out asking parents to let the nursery know if there is anything that could be improved. The managers have already started to monitor and review staff planning and practice. However, self-evaluation is not yet robust enough to secure the in-depth focus the nursery needs to effectively target and sustain improvement and improve outcomes and opportunities for children. As a result, some aspects of the educational programmes are not as well delivered as others.

There are adequate processes in place to make sure staff members are suitable to care for children and the manager carries out a sound induction with all new staff before they start work. However, procedures for the vetting and recruitment of directors to the company, to ensure their suitability are not robust such as, informing Ofsted of a change to the individuals who are part of its governing body. Although this potentially jeopardises children's welfare and safety, the impact is much reduced. Those involved either have a current Criminal Records Bureau check or do not have any contact with the children. Children's safety is maintained as they are supervised by staff at all times. This also impacts on the ability to meet this requirement as part of the Childcare Register.

The inspection took place following notification of an allegation about a member of staff shouting and pulling a child. The inspection found that the leadership team were fully aware of their responsibilities and took all the necessary steps for investigating and recording the incident, following the safeguarding procedures and informing the relevant authorities and Ofsted. Since the incident a new manager and deputy manager have been appointed. They have carried out a full review of the safeguarding policy and practice and overall, demonstrate a sound understanding of their responsibilities with regard to the safeguarding and welfare requirements. For example, children are safeguarded in the nursery because all staff have had appropriate child protection training. They know what to do if they have any concerns about the children in their care, or if an allegation is made against a member of staff. The nursery premises are safe and secure for children because there are regular risk assessments carried out on all areas. Children are further protected because the nursery entrance, which is shared with the church, is monitored and only authorised visitors can gain entry. Regular team meetings and annual appraisals enhance staff's personal effectiveness within the nursery. Staff undertake a range of training to

develop their knowledge and enhance the learning and development opportunities, which they provide. This is particularly beneficial for the assigned key person of children with special educational needs and/or disabilities and those who speak English as an additional language. Managers and staff demonstrate a clear awareness of the necessity to work with other professionals where children need additional support to enhance their learning and development.

The nursery has established appropriate relationships with parents to ensure there is a two-way flow of information to meet children's needs. They are invited to parent's evenings and receive appropriate feedback about their children on a daily basis. A newly implemented 'Home/Nursery diary' enables parents and staff to share children's ongoing achievements. Staff demonstrate a sound understanding of the benefits of linking with other providers where children receive care and education in more than one setting. This enables them to appropriately complement and extend activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (Changes to people)
- inform Ofsted of the following: the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (Changes to people)

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

Unique reference number	300917
Local authority	Sheffield
Inspection number	899287
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	40
Number of children on roll	43
Name of provider	St Luke's Pre-School Nursery Ltd
Date of previous inspection	15/07/2010
Telephone number	0114 2301624

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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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