

St Luke's Nursery

Carlton Road, South Elmshall, Pontefract, WF9 2QQ

Inspection date

Previous inspection date

04/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

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

- Practitioners provide children with a good range of adult-led and child-initiated activities. Consequently, they are acquiring the necessary skills for moving onto school.
- Children are happy and enjoy coming to the nursery because practitioners are kind and caring towards them.
- Effective monitoring and assessment of children's progress ensures that any gaps in learning are quickly identified to meet children's needs.

It is not yet good because

- There is scope to further enhance the engagement of parents in their children's learning and development to contribute even more to the good progress children make.
- Fresh drinking water is not always accessible. Therefore, children are not always learning about the benefits of water to promote their health and well-being.
- Children are not always provided with stimulating activities in the outdoor area to promote their physical development.
- Children's registration documents do not include relevant information about any other person who has legal responsibility for the child and which parent or carer the child normally lives with to ensure their safety.
- Self-evaluation does not take account of the views of parents. As a result, opportunities to further progress the quality of provision have not been fully explored.

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

Inspection activities

- The inspector observed activities in the main play room and the outdoor area.
- The inspector looked at a sample of children's assessment records, planning documentation, risk assessments and policies and procedures.
- The inspector spoke with parents to gain their views on the quality of provision.
- The inspector held a meeting with the manager and one of the directors.

Inspector

Jane Tucker

Full Report

Information about the setting

St Luke's Nursery was registered in 2013 on the Early Years Register. It is situated within St Luke's Church and community centre in the South Elmsall area of Pontefract and is run by St Luke's Church Charity, which is a limited company. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play.

The nursery employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently seven children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve children's understanding of how a regular water intake throughout the day is vital to protecting their health and well-being, by ensuring that fresh drinking water is accessible at all times
- ensure that children's records include information about any other person who has parental responsibility for the child and which parent or carer the child normally lives with to keep children safe.

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

- involve parents in their children's learning even further, for example, by asking them to contribute even more to their children's assessment on entry
- provide resources which stimulate children's emerging skills in the outdoor area to promote their physical development
- improve self-evaluation practice, so that it takes into account the views of parents, so as to clearly identify strengths and areas for improvement to benefit children.

Inspection judgements

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

Practitioners have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The quality of teaching is good and there is an acceptable balance of child-initiated and adult-led play based activities that provide effective stimulation and balance. This ensures that children gain a good range of skills to support their future learning, for example, when they move on to school. Information collected from parents when children start, such as, children's interests, likes and dislikes, help practitioners to plan opportunities to meet their individual needs. Children just starting the nursery are observed closely by practitioners and an assessment is recorded following their first two weeks. This helps practitioners to identify children's next steps in learning. A clear tracking system supports practitioners to ensure that children are continually making good progress in line with their starting points and capabilities.

Children show enjoyment in the nursery, as they take part in planned activities alongside having a free choice. Communication and language is supported well, as children sit together to take part in their morning registration. They sing a 'hello' song to each other and recite the days of the week, with support from the practitioners. Effective questioning encourages children to say 'It's cloudy today' as they discuss the weather outside, which shows their ability to understand the natural environment and the world. Nursery rhymes encourage children to demonstrate their listening skills as they attempt to join in with actions to the songs. For example, children try to clap their hands and point to the ceiling as they sing 'Wind the bobbin'. Practitioners introduce children to language, which describes sounds and rhythm, as they encourage children to sing 'faster' and 'slower'. This demonstrates effective characteristics of learning as children begin to explore media and materials as part of their exploration of the world around them.

Practitioners promote children's literacy skills effectively and children enjoy sharing books. Children sit and listen attentively to group stories, as a practitioner turns the book so that all children can see the pictures and words. Open questions encourage children to join in with the story and they understand that print carries meaning, as the practitioner points to words in the book. Practitioners support children's excursions into imaginary worlds, as they encourage children to dig for dinosaur bones and make dinosaur footprints in the sand tray. Water play allows children to explore and watch what happens and how things change, as they use tubes to make bubbles in the water. Children's early mathematical language is promoted well as children count the number of 'pegs' they have placed in the 'peg board' and the number of times they pat the bucket, as they attempt to make a sandcastle.

Partnerships with parents are good and parents comment on how happy they are with the progress their children make. Practitioners are completing the progress checks at age two and parents are asked to contribute to this. Practitioners talk to parents daily and provide verbal updates about the activities children have been involved in and the learning that has taken place. Parents are encouraged to share information about their children's

learning at home and some parents share verbal observations which practitioners take account of. However, there is scope to progress this relationship even further, by for example, asking parents to contribute even more to their children's assessment on entry. This shared approach to children's learning and development will help to contribute even further to the good progress children make.

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

Children enjoy attending this welcoming nursery because practitioners are kind and caring. They have good relationships with practitioners and each other and play happily with their friends. The key person system ensures that each child and family have a main point of contact in the nursery. This helps children to develop a sense of belonging and form secure emotional attachments. Practitioners support children to be independent and give consideration to preparing them for their transition to school. For example, children choose where they would like to sit at snack time and they put on their own coat before going out to play. This helps children prepare for their next stage in learning because they are learning to do things for themselves.

The learning environment is well organised and resources are of a good quality. Children can access resources independently because they are stored at age appropriate heights. As a result, children can explore, use their imagination and play with their friends. There are displays of children's artwork to provide a sense of achievement for children, which helps build their self-esteem. Practitioners are good role models in the nursery. They work well as a team and are polite to each other. Consequently, children learn to play cooperatively with their friends and behave well. Practitioners offer frequent praise and encouragement to children, to raise their self-confidence and encourage positive behaviour.

Children's emerging understanding of the importance of self-care skills are supported by practitioners, as they encourage children to wash their hands before eating snack and after visiting the toilet. Children are beginning to learn about a healthy diet because they are provided with a range of nutritious snacks. However, children are not always learning about healthy drinking options, such as water because this is not always accessible to children. Although, this has no adverse impact on children's health, it would enhance their learning to understand how a regular water intake throughout the day is vital to protecting health and contributes to well-being.

Children are developing a suitable understanding of safety and taking risks through everyday discussions and activities. For example, children walk down the steps to the outdoor area, taking care to hold onto the banister to keep them safe. Practitioners talk to children about road safety, as they look for cars when they cross a small part of the car park to get to the outdoor area. Children benefit from regular fresh air and exercise during outdoor play. For example, children jump in and out of 'hoops' and run around with their friends. However, the outdoor area does not provide children with enough stimulation to support the characteristics of effective learning. This is because resources are very limited and children quickly become disengaged with the activities available to them.

Consequently, children's physical development is not fully promoted.

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

Practitioners generally have a clear understanding of the safeguarding procedures and know how to protect children in their care. This is because they have attended relevant training and all the required policies and procedures are in place. The nursery is securely maintained and all doors have a secure key pad system, which helps keep children safe. In addition, risk assessments help to ensure that potential hazards are identified and minimised. All visitors are recorded in the visitor book and signed in and out of the building. Fire evacuation procedures are displayed and fire extinguishers are checked annually to ensure they are in good working order to protect children. In addition, temperature charts are displayed to help make sure that children are comfortable and safe in their environment.

The majority of staff hold current paediatric first aid certificates. Consequently, children are protected in the event of an illness or accident because practitioners have up-to-date knowledge and skills needed to deal with these instances. Documentation, such as accident and medication records are securely in place and meet welfare requirements. However, children's registration documents do not include information about any other person who has legal responsibility for the child and which parent or carer the child normally lives.

There are effective systems in place to ensure that those employed to work with children are vetted by the Disclosure and Barring Service. Proficient recruitment procedures are followed and the manager ensures that references are obtained to confirm their suitability. Six month induction procedures help practitioners to form the basis of their understanding of their roles and responsibilities. Practitioner's progress is reviewed after three months, to ensure that any concerns are dealt with and practice is monitored. Annual appraisals take place which allow practitioners to discuss any concerns and receive coaching to improve their personal effectiveness. There is a programme of training which is accessed through the local authority to enhance practitioner's skills and benefit children.

Practitioners have a clear understanding of their roles in meeting the learning and development requirements, including the extent to which they monitor children's progress. Assessments are carefully tracked to ensure that any gaps in children's learning and development are identified early. This means that appropriate interventions are put in place, as and when needed. Through self-evaluation the manager has started to reflect on the whole of the provision to demonstrate strengths and some areas for improvement. However, the views of parents have not yet been sought and used to inform plans. This process of self-evaluation is still in its infancy and the manager is aware of the valuable contribution parents can make in driving improvement forward for the benefit of children. Parents are happy with the nursery and comments received are positive. They say that 'practitioners are doing a wonderful job' and 'they are very supportive'. Effective links with local schools support children when they leave the nursery. This ensures that the needs of

individual children are met, which provides continuity of care.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 action. 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	EY462126
Local authority	Wakefield
Inspection number	913343
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	7
Name of provider	St Lukes Church
Date of previous inspection	not applicable
Telephone number	01977 658505

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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, which are usually the childminder's 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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