

# St Luke's Pre-School Nursery

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

## Inspection date

21/11/2013

Previous inspection date

14/01/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

2

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

2

## The quality and standards of the early years provision

### This provision is good

- An effective key person system allows continuity of care for children and allows staff to build up a full knowledge of each child and their individual needs.
- Safeguarding of children is good because staff know the procedures and the policy is in place, reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access.
- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- Children are well-prepared for school as there are good links with schools and teachers who come in to meet children.
- Teaching is good. Observation and assessment is used well to identify children's needs, which are incorporated into focused planning which engage children in learning.

### It is not yet outstanding because

- The letters and sounds programme, which has recently been introduced for a small group of children, is not fully developed to enhance the learning opportunities for all 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
- 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.

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 undertook a tour of the nursery with the manager, including the outdoor area.
- The inspector took account of the feedback from parents spoken to on the day.
- The inspector observed activities in the hall and the outdoor area.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.

## Inspector

Susan Wilcockson

## 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 an enclosed area available for outdoor play.

The pre-school nursery employs 10 members of childcare staff. Of these, the manager and deputy manager hold Early Years Professional Status and seven members of staff hold early years qualifications at level 3 or higher. The pre-school nursery opens Monday to Friday, from 7.30am until 6pm during term time and from 8am until 6pm during school holidays, except for a week at Christmas. The pre-school nursery offers before and after school care, as well as holiday provision.

Children attend for a variety of sessions. There are currently 35 children attending, who are in the early years age group. The pre-school 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 children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance and Early Education.

### What the setting needs to do to improve further

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

- enhance the letters and sounds programme for all children to support their reading and writing skills and develop their phonetic knowledge.

## Inspection judgements

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

The nursery provides a positive learning environment for children through a wide range of age-appropriate toys and activities that are easily accessible to children. These resources, combined with knowledgeable staff who demonstrate a good understanding of the Early Years Foundation Stage, support children's learning and development in the prime and specific areas. Planning throughout the nursery is based around children's interests and abilities and provides age-appropriate challenges. Observation and assessment is used well to identify children's needs, which are incorporated into focused activities and engage children in learning. This ensures that children make consistently good progress in their development. Assessment of children's progress is consistent throughout the nursery,

starting with an initial assessment by the child's key person based on observations and information from parents during the child's settling-in period. This is followed with termly summary reports shared with parents. These reports highlight the current stage of development each child is achieving and their next steps for learning. Each child's development and progress through the Early Years Foundation Stage is tracked and monitored to ensure that they make progress in their development expected for their age. In addition, the nursery also uses the 'Every Child a Talker' programme to provide early intervention for children who may have gaps in their language development. The nursery engages parents to support their children's learning at home. Story sacks and library books are taken home by children along with 'Jofli Bear', which engages children to share their experiences and events at home with the nursery. The nursery works with external professionals to develop strategies and targets for children who may have special educational needs and/or disabilities. This ensures that all children make good progress given their starting points. The manager and staff demonstrate a secure knowledge of the requirement relating to the 'progress check at age two', which is implemented when the child reaches the appropriate age.

Throughout the nursery the quality of teaching is good. Staff members model positive communication with children, developing their language skills well. Young children discuss with staff the 'soft' paint and the 'hard' glitter as they create black and white collages on the craft table. A young child talks to staff about the black paint being dark like night time. There is a strong emphasis on literature throughout the nursery and children demonstrate a love of books and stories. They re-enact the story of 'we're going on a bear hunt' in the outdoor environment laughing as they splash in the puddles. Parents comment on how much their children enjoy bringing home books from the nursery library to share with their family. Children are encouraged by staff with their thinking skills. A child build a tower from bricks, supported by staff to measure how big their tower is. The child asks the member of staff to hold the tape measure for them as they 'need to make it bigger'. The indoor and outdoor environment supports children's developing physical skills as they access equipment that allows them to climb, slide and pedal. A well-developed outdoor area enables children to develop their imaginative skills and physical skills supported with a range of modular play equipment. These resources enable children to combine and create structures that provide challenge for their physical development. The nursery supports children's understanding of the world well. Children explore the light box and take turns to use the computer. Children have the opportunity to learn French and children confidently use words they have learnt. A child tells a member of staff that the hair slide she has is 'bleu' and explains that that means blue. Children take regular walks in the environment and develop a good awareness of their community. For example, they visit local shops to buy fruit and vegetables for their snack.

Overall, children are well-supported as they prepare for their next stage of learning. Children are encouraged to be independent, such as putting on their own coats and shoes to access the outdoor area. The nursery plans appropriate activities to enhance children's readiness for school, for example, a letters and sounds programme has been recently introduced to support children's reading and writing skills by developing their phonetic knowledge. However, this has only been used with a small group of older children rather than all children to extend their learning.

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

Children benefit from a flexible settling-in process that enables them to develop positive attachments with staff in the nursery. An effective key person system allows continuity of care for children and enables staff to build up a full knowledge of each child because they gather good information from parents. There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves through a good range of activities they can select from at their choosing. Children can rest in quieter spaces or engage in more physically active play. They have regular opportunities throughout the day to access the outdoor area where they participate in a range of physical activities, such as, riding bikes, construction and climbing. Children demonstrate good behaviour throughout the nursery. Staff are good role models and support children to understanding appropriate behaviour and respect for their friends. For example, children understand about sharing and taking turns. Staff are alert to risks ensuring children are aware of potential dangers. For example, staff remind children to be careful when using the outdoor play equipment as it might be slippery from the rain.

Children are cared for in an environment that supports their health and safety well. The nursery keeps comprehensive records of children's medical needs and any accidents that occur. Initial information from parents ensures that children's dietary needs and any allergies are fully supported. Parents provide a packed lunch or their children can have a healthy hot lunch provided by an external caterer. Children have access in the morning to a self-serve snack table. This supports children to become aware of their own needs as they access milk and fruit when they are ready for food and a drink. The nursery encourages children's independence in self-care routines that help to promote their good health. For example, children know to wash their hands before they eat and when they use the toilet. The nursery implements a fire evacuation procedure, which is carried out regularly and records are kept. This supports children to learn about their own safety.

The manager and staff demonstrate a good awareness of support for children's culture and diversity. The nursery works with families to ensure their children are included and individual needs are supported. Resources are available to support children where English is an additional language, for example, dual language books. Children with special educational needs and/or disabilities receive close and supportive attention. The manager seeks training for staff and welcomes input from external professionals, such as speech and language therapists to support children's individual needs. Children's transitions are supported well and they prepared for school as there are good links with the local school and teachers who come in to meet children. The nursery also encourages information sharing as children move on to their next stage in learning to help provide children with continuity of care and learning.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and appropriate records are kept. Staff

are clear about the procedures to follow if they have a concern about a child in their care and who the designated safeguarding officer for the nursery is. Children's safety is a priority for all working in the nursery and is maintained because the premises are secure and staff are vigilant regarding access. The inspection was carried out following concerns about the procedures in place for transporting children to school from the breakfast club. An incident occurred where a child stayed behind on the minibus for a further journey. The child remained with a qualified member of staff throughout, however, the manager immediately reviewed all her procedures and made appropriate changes to ensure children are accounted for at all times during their journey to school. As a result, children remain safely cared for. A maximum of eight children are taken on the minibus and are always accompanied by two staff, including a level 3 qualified member of staff. This ensures that ratios are maintained at all times safeguarding children when on outings.

Robust systems, policies and procedures are in place and these are regularly reviewed to ensure they meet the current legal requirements and underpin children's safety and well-being at all times. Full risk assessments are in place for all indoor and outdoor areas and staff also undertake thorough daily checks to ensure that toys and equipment remain fit for use. All staff have first aid training ensuring that children are kept safe. The nursery ensures that all staff have a Disclosure and Barring Service check. The manager oversees the thorough induction process for new staff and annual performance appraisals ensure that training needs are identified.

The manager is proactive at implementing change that supports continuous improvement. Regular management and staff meetings provide opportunity for everyone to contribute ideas and thoughts to the action plan and be involved in the decision making. The views of parents are important and the nursery encourages feedback through parents meetings and questionnaires. The manager maintains a good overview of the educational programmes as she monitors each child's progress termly. This ensures that children make good progress in accordance with typical expectations for their age and given their starting points. This system highlights children who may be a risk of delay or groups of children who may need further support in a specific area, enabling relevant interventions to be implemented. Effective partnerships with parents, external agencies and other providers are well-established and make a strong contribution to meeting children's needs. Staff build excellent relationships with parents and chat to them on a daily basis about their child's achievements and well-being. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the nursery operates and providing details of how to make a complaint if they need to. Parents comment very positively about the nursery and the excellent environment it provides for their children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	300917
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	942448
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	120
<b>Name of provider</b>	St Luke's Pre-School Nursery Ltd
<b>Date of previous inspection</b>	14/01/2013
<b>Telephone number</b>	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, 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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