

St Lukes Pre-School

St Lukes Parish Centre, Swinton Park Road, Salford, Manchester, M6 7WR



Inspection date	3 February 2016
Previous inspection date	3 May 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not maintained an up-to-date record of complaints.
- Occasionally, staff do not support children's thinking and speaking skills and they do not always give them enough time to think about and respond to questions.
- The provider does not yet closely monitor the progress made by different groups of children to identify if any emerging gaps are closing as quickly as possible.

It has the following strengths

- Partnerships with parents are very successful. Parents speak highly about staff, the care provided and the learning opportunities that children receive. Parents feel well informed and are fully involved in contributing towards their children's ongoing progress.
- The quality of teaching is good. Staff teach according to children's specific needs. They follow children's individual interests, building on what they know and can do on entry to the pre-school.
- The long-serving staff are kind, caring and support children's emotional well-being. Children settle well and develop strong bonds with their key person. Children are content, happy and develop into confident and independent learners.

What the setting needs to do to improve further

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

- | | Due Date |
|---|-----------------|
| ■ ensure that an up-to-date record of complaints is maintained. | 04/03/2016 |

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

- improve opportunities to support children's thinking and speaking skills further
- strengthen systems for monitoring the progress of different groups of children that identify if there are any emerging gaps in development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the provider, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a small selection of parents during the inspection.

Inspector

Layla Louise Davies

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The provider implements a range of policies, procedures and risk assessments and staff know who to report any concerns about children's welfare to. However, the record of complaints has not been kept up-to-date, although, this does not have an impact on children's safety. The manager has regular meetings with staff and monitors their practice. More-qualified staff mentor and support those staff who are less experienced. This has a positive impact on teaching practices and contributes towards good outcomes for children. The provider is committed to reviewing the quality of the pre-school and making positive changes to drive forward improvements.

Quality of teaching, learning and assessment is good

Staff use the knowledge gained from their training well. They understand how children develop and provide fun and challenging activities to motivate them to learn. Staff monitor individual children's progress well. However, the progress of different groups of children is not yet closely monitored to identify any possible gaps in learning. Staff provide musical activities in which children press and stretch dough to music. Children thread hoop-shaped cereals onto spaghetti. They delight in making water marks using large paint brushes outside. Enjoyable activities, such as these, help to strengthen children's small-muscles skills and prepare them for early writing. Staff provide all children with opportunities to develop their imagination. Staff provide a range of art and craft materials to help to support children's creativity. Staff engage children in lively discussions which help to promote their communication and language skills. However, occasionally, when asking children questions, staff pre-empt their responses and do not give them time to think.

Personal development, behaviour and welfare are good

Children's physical development, health and well-being are supported by staff. Children participate in energetic play outdoors. Staff support children to skilfully join wooden planks together as they make a bridge and balance along this. This also helps to teach children about taking some well-supervised risks in their play. Staff are responsive to children's individual needs. They promptly change children's nappies and sensitively support them with toileting. Effective role modelling by staff helps to support children's awareness of good hygiene practices. Flexible settling-in sessions help children to become secure in the pre-school. Staff take time to get to know individual children's likes and interests by gaining meaningful information from parents. Staff ensure that children who are new to the pre-school have access to familiar items to comfort them, if needed. Staff encourage younger and older children to play cooperatively together and children's behaviour is good.

Outcomes for children are good

The provider monitors the progress of individual children to ensure that any gaps in progress are identified and addressed. All children, including disabled children and those with special educational needs are making good progress, in relation to their starting points and capabilities, in preparation for school.

Setting details

Unique reference number	EY315656
Local authority	Salford
Inspection number	1037325
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	53
Name of provider	Andrea Catherine Boardman
Date of previous inspection	3 May 2011
Telephone number	07962237468

St Lukes Pre-School was registered in 2005. The pre-school is open Monday 11.30am to 3pm, Tuesday 8am to 3pm, Wednesday 8am to 12.30pm, and Thursday and Friday 8am to 3pm, during term time only. The pre-school supports disabled children and those with special educational needs. The pre-school receives funding for the provision of free education for two-, three- and four-year-old children. There are seven members of staff. Of these, three members of staff hold recognised early years qualifications at level 3, and the manager holds a recognised qualification at level 5.

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