

St Lukes Nursery

St Lukes first school, Moorbottom, Cleckheaton, West Yorkshire, BD19 6AD



Inspection date

29 February 2016

Previous inspection date

19 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
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 is good

- The manager and staff are committed to providing children with good quality care and education. They have high expectations of what the setting can achieve. They monitor and evaluate the setting, identifying strengths and areas for development.
- Partnerships with parents are good. Staff effectively engage with parents to support children's learning in the setting and at home. This enhances children's care and learning.
- Staff make regular, accurate assessments of children's progress. From this information, activities are carefully planned to help children achieve their next steps in learning and make good progress.
- Children are happy and enjoy their time at the nursery. Staff provide a warm and welcoming environment. Children make friends, build relationships and learn how to share and take turns.
- Equality and diversity are promoted well. Children learn about different cultures within their local community and the wider world. They have access to a good range of learning experiences that enhances their understanding.

It is not yet outstanding because:

- Staff in the pre-school room do not always support children in exploring their own ideas and thoughts to help them make links in their learning.
- Staff do not provide a wide range of stimulating opportunities and experiences outside to challenge those children who learn better out of doors.
- Opportunities are limited for pre-school children to select different media, tools and resources to create and join materials together.

What the setting needs to do to improve further

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

- provide more opportunities for pre-school children to explore their own ideas and make links in their learning
- extend the learning opportunities outside, so that a rich and varied range of activities is more readily available
- provide more opportunities for pre-school children to select different types of media, tools and resources.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager and staff. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

Inspector

Helene Terry

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm. They are aware of what to do should they have any concerns about children's welfare. The manager follows rigorous recruitment procedures to ensure all staff are suitable for their role. Staff have access to regular supervision and training. This enhances their skills and improves the learning outcomes for children. Staff follow good policies and procedures to support their practice. These are updated regularly and shared with parents. The manager has recently implemented effective systems to review children's progress. Any gaps in progress are identified swiftly and these are closing. Effective partnerships with other settings that children attend help staff to ensure continuity of care and learning.

Quality of teaching, learning and assessment is good

Babies' communication and language skills are supported well. Staff enthusiastically respond to their babbles and repeat familiar words. Babies and toddlers have good opportunities to explore using their senses. They investigate objects in the treasure baskets and develop their understanding of space and measure as they pour water into different containers. Children problem solve and develop fine-muscle movements as they fit shapes into spaces and consider how different locks and bolts are used. Pre-school children are beginning to learn the sounds of letters of the alphabet. More-able children are writing their own names. Children practise simple calculation skills as they sing their favourite action songs.

Personal development, behaviour and welfare are good

Staff work closely with parents to help children to settle. They build good relationships with children, so that they feel confident and secure. Staff are very aware of children's care needs and routines. They liaise regularly with parents, so that any changes to routines are mirrored at the nursery. Staff are considerate of children's emotional needs and manage their moves between nursery rooms well. Children are also supported well in their move on to nursery or school. Teachers are invited into the nursery, so that they get to know children in a familiar environment. Children's artwork is creatively displayed around the setting. This promotes a strong sense of belonging and helps to promote their self-esteem.

Outcomes for children are good

All children are supported to make good progress in their learning. Additional funding is used purposefully for each individual child that receives it. Children develop high levels of independence. Even the youngest children are encouraged to wash their hands and attend to their own self-care needs where appropriate. Pre-school children confidently pour their own drinks and clear away their snack and lunch utensils after meals. Children are learning to adopt healthy lifestyles. They follow good hygiene routines and are keen to be physically active. Children are developing the key skills they need for their move on to nursery or school.

Setting details

Unique reference number	EY457134
Local authority	Kirklees
Inspection number	1028621
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	50
Number of children on roll	65
Name of provider	Sharon Annie Clay
Date of previous inspection	19 August 2013
Telephone number	01274852201

St Lukes Nursery was registered in 2013. The nursery employs 17 members of childcare staff. Of these, 13 staff hold appropriate early years qualifications at level 2 or above. One member of staff has Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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