

St Lukes Pre-School

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



Inspection date	23 November 2016
Previous inspection date	3 February 2016

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	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 has addressed the action and recommendations for improvement raised at the last inspection. She now records any concerns raised by parents and shows what action has been taken to resolve the issue.
- Staff monitor individual children's development closely. They use this information to identify any gaps in learning. They plan activities that support children to make good progress.
- Staff focus on developing strong communication, language and literacy skills with children. This helps them to develop key skills for their future and in readiness for school.
- Children benefit from a stimulating and welcoming environment which offers a wide range of interesting activities. They are motivated and excited to learn.
- Children behave well and learn how to cooperate well with others through the golden rules of the setting. They are consistently praised for their achievements.

It is not yet outstanding because:

- Systems to monitor staff practice are not yet fully effective in raising the quality of teaching to the highest standard.
- Actions taken to improve the quality of the setting are not yet fully evaluated to show what impact they have had on the children's learning and development.

What the setting needs to do to improve further

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

- embed systems to monitor staff practice further and ensure teaching is of a consistently high standard
- evaluate improvements made in the setting and monitor the impact of any changes on children's learning and 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation, observations of staff practice and a selection of policies and procedures.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff show knowledge of child protection issues. They understand what procedures to follow if concerned about the welfare of a child. Staff check the environment regularly to identify and remove any possible risks to children. Some staff hold appropriate childcare qualifications and all staff attend regular professional development opportunities. This helps to improve their overall knowledge and practice. For example, learning about positive interactions with children. The manager rigorously monitors the progress that children make and identifies key areas for further development. For example, targeting mathematical development to help more children achieve expectations for their age. Staff work in partnership with a range of other professionals to support children's needs, such as the nursery teacher at the local school.

Quality of teaching, learning and assessment is good

Staff find out from parents what children can do and already know when they first start at the setting. They use this information and ongoing observations to effectively plan activities which follow the children's interests and needs. For example, playing with princesses in dough or opening a builder's shed outdoors to extend the children's fascinations. Parents are kept well informed about the progress children are making. Staff hold daily discussions and parents' evenings to share key information. An online system with photographs and videos has also been introduced. Staff engage children well in small groups while they model and pronounce speech sounds for them to copy. Children are encouraged to use problem solving skills in play. For example, calculating how many bricks they need to build a house while using their imagination in the builder's shed.

Personal development, behaviour and welfare are good

Children happily play outdoors. They ride bikes and scooters and practise their physical skills with hoops and balls. They also enjoy taking part in a weekly movement session, where they exercise and learn the importance of keeping fit and healthy. This helps to promote their physical well-being. Children make their own choices in play and learn to do things for themselves. For example, spreading butter on their toast and pouring their own drinks at snack time. This helps to foster their growing independence. Staff are sensitive and kind in their approach and manage children's care needs well. This helps to support children's emotional well-being effectively. Older children are good role models for the younger children. For example, they support them while looking at rhymes together.

Outcomes for children are good

Children are working comfortably within expectations for their age. This includes those who receive additional funding. Children grow in confidence and develop vital independence skills. They learn how to play cooperatively and make strong friendships. Children learn how to communicate well with others and develop good speaking and listening skills. They practise writing, making marks with paintbrushes in water and patterns in paint with cars. Children enjoy reading books and singing songs together. This helps to promote their literacy development and supports them to learn key skills in readiness for school.

Setting details

Unique reference number	EY315656
Local authority	Salford
Inspection number	1039761
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	36
Name of registered person	Andrea Catherine Boardman
Registered person unique reference number	RP514415
Date of previous inspection	3 February 2016
Telephone number	07962237468

St Lukes Pre-School was registered in 2005. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and 5. The pre-school opens from Tuesday to Friday 9am to 3pm during term time only. It provides funded early education for two-, three- and four-year-old children.

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