

Little Luke's Preschool

St Luke's The Evangelist Church Hall, Goodison Road, Liverpool, L4 4EL



Inspection date

10 May 2017

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- The monitoring procedures for staff performance and professional development, including the three managers are not yet effective. No specific roles and responsibilities have been established within the management team. The arrangements for giving regular feedback to staff to further enhance the quality of their practice are still in the early stages.
- Information about children's progress and development is not always shared with parents.
- Self-evaluation and plans for improvement have only very recently been introduced and are not yet implemented into practice.

It has the following strengths

- Staff greet children and parents with a welcoming manner. Children are familiar with the staff and enter confidently and settle quickly. This enables children to feel emotionally secure and helps them to be curious explorers of their world.
- The arrangements for supporting children with special educational needs is very good. Staff work closely with parents and other professionals to ensure that children are given any support they need. Parents are pleased with the way their children have settled.
- Staff provide a range of enjoyable activities that promote children's learning across all seven areas. They recognise the benefit of outdoor play. Children enjoy lots of time to explore and play in the fresh air.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

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|---|------------|
| ■ improve the arrangements for staff supervision and staff development, and include ways for the registered partnership to review their own practice, to enable them to provide greater support to staff, to help build staff's existing knowledge and skills | 10/07/2017 |
| ■ ensure information relating to children's progress and development is shared regularly and consistently with parents. | 10/07/2017 |

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

- develop a robust system for self-evaluation and the identification of actions to take, to improve the quality of the service and outcomes for the children.

Inspection activities

- We carried out this inspection as a result of risk assessment, following information received about the provider.
- The inspector viewed activities in the main hall and the outdoor play area. He observed teaching and interactions between staff and children. The inspector also conducted a joint observation with one of the managers.
- The inspector held meetings with the three managers. He discussed plans for future improvement and records of meetings with a representative from the local authority.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's registration records. He checked the evidence of the qualifications and suitability of staff working in the pre-school. The inspector also checked the arrangements for the deployment of staff, including those trained in first aid.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management requires improvement

The managers do not yet have a sufficiently robust understanding of their responsibilities with regards to the requirements of the early years foundation stage. This has resulted in a lack of formal agreement regarding the ways some procedures are undertaken. This has caused some confusion and disagreement within the staff team. They demonstrate they understand steps to take to improve this. This includes introducing support for staff's professional development. On a day-to-day basis, the pre-school is suitably organised to ensure that children are cared for by a sufficient number of experienced and qualified adults. The premises and equipment are kept clean and secure. Safeguarding is effective. Staff demonstrate they have a sound understanding of the policies for child protection and any steps they need to take to keep children safe. Staff are aware of the need to report any changes that may affect their suitability. Additional funding is used productively to gain equipment that supports children's unique needs, such as simple technology. Parents feel welcomed and they are pleased with the service.

Quality of teaching, learning and assessment requires improvement

Staff have a variety of qualifications and experience. Overall, their planning and assessment of children's progress is providing a secure foundation for identifying children's next stages of learning. However, staff do not yet consistently update all parents regarding their assessments of children's progress, to ensure any additional action required is sought swiftly. The quality of teaching is variable. Some staff help children to identify size and use mathematical language during their play. However, other staff are not yet as skilful and do not refine their questioning to help children think and extend their learning to its fullest potential. Nevertheless, children have an enjoyable time as they eagerly join in water play, action songs, paint, hunt for bugs and play with dough.

Personal development, behaviour and welfare require improvement

Due to the weaknesses in leadership and management, children's well-being is potentially at risk. Nevertheless, children behave well and follow staff's polite use of manners. Staff praise children frequently. This helps them to gain confidence and good self-esteem. For most of the session, they move freely between the main hall and the garden where they can choose what to play with. Children develop their social skills as they share routines, such as snack time. They try a selection of fresh fruit and water is readily available.

Outcomes for children require improvement

Children are not making good enough progress. Overall, they are building satisfactory skills for the future. Some are eager to contribute to conversations. They talk with excitement about the marks their wet hands make on the floor and they enjoy imaginative play.

Setting details

| | |
|--|---|
| Unique reference number | EY488078 |
| Local authority | Liverpool |
| Inspection number | 1098175 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 32 |
| Number of children on roll | 38 |
| Name of registered person | Little Luke's Preschool Partnership |
| Registered person unique reference number | RP534511 |
| Date of previous inspection | Not applicable |
| Telephone number | 01515304756 |

Little Luke's Preschool registered in 2015. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3 or 5. The pre-school opens from 9.15am to 2.15pm, Monday, Tuesday and Friday and 9.15 to 12.15pm on a Wednesday and Thursday during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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