St Luke's Pre-School

St Luke's Church, Langley Way, WATFORD, WD17 3EJ

Inspection date	20 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	**This inspection:**	**Good**	**2**
	Previous inspection:	Not applicable	
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 effective key-person system enables the dedicated staff team to form secure and trusting relationships with children and parents. Children show that they thoroughly enjoy their key person's cuddles and sensitive interactions in their play.
- Staff skilfully respond to children's interests. They extend their understanding of the wider community and how to keep safe during spontaneous events. For example, children watch older children practise for their cycling proficiency test from the outdoor area. Staff provide clear explanations of the reasons for and importance of this.
- Staff form strong partnerships with parents and involve them in every aspect of their children's learning. Parents receive detailed feedback about their children's good progress and the activities they have enjoyed. They describe the staff as an extension of their own family.
- The management team and staff are reflective and regularly evaluate the provision they offer. Their commitment helps to drive forward identified areas for improvement.

It is not yet outstanding because:

- Staff have not fully explored further ways to gather information about children's progress from staff at all other settings children attend.
- Staff do not organise some routine activities, such as mealtimes, to consistently engage children in meaningful discussions and extend their learning.
- Staff do not fully support all children who speak English as an additional language to use their home language to enhance their speaking skills.

What the setting needs to do to improve further

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

- explore further ways to communicate with staff at all other settings that children attend
- enhance the organisation of routine activities to consistently engage children and extend their learning even further
- strengthen opportunities for all children to develop and use their home language, to extend their speaking skills to an even higher level.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff are very aware of the procedures for identifying and responding to any concerns about a child's welfare. Children's progress is monitored thoroughly and swift action is taken to address any possible gaps in children's learning. Staff receive regular supervision meetings and have good training opportunities. They share the new knowledge they gain with each other. This helps children to benefit from newly introduced methods of practice and further promotes learning in areas, such as their mathematical development. Staff ensure that they provide an inclusive environment for children who have special educational needs and/or disabilities. They work in close partnership with other professionals and parents.

Quality of teaching, learning and assessment is good

The dedicated staff team works well together. They support children to solve challenging problems, through trial and error. For instance, children work out that they need to adjust the speed of the sand that they have poured in, to make the sand wheel spin faster or slower or to make it stop. Children concentrate for a sustained period of time as they join together plastic coloured puzzle pieces. They are fascinated with how they change colour when they place them on the light box. Children use their vivid imaginations. They explain they have created a 'rainbow bird' from the pieces. Children respond well to the staff's use of questioning. This motivates them to use complex sentences to recall previous experiences. Children enthusiastically join in with action songs. They discover how their voice changes when they gently tap their chest and sing at the same time.

Personal development, behaviour and welfare are good

Children build friendly relationships with their peers and consider the feelings of others. They share toys and are excited as they discover what is inside resources, such as each other's treasure boxes. Children are independent learners. They manage their own personal needs and confidently carry out tasks and responsibilities. For instance, they eagerly help to tidy away the toys they have finished playing with. Staff use effective methods, such as flexible introduction sessions, to help children swiftly settle when they first begin attending. Children are helped to assess their own risks. They are aware that they must wait until the pathway is clear before they push themselves down the ramp on a scooter. Children develop good strength and stamina as they swing on large apparatus.

Outcomes for children are good

Children identify their own name and recognise some letters and the sounds they represent. Some children independently write their own names. They express a keen interest in books. Children make up stories from the pictures they see on the pages and listen attentively to stories that staff read to them. All children make good progress in relation to their starting points and gain the skills needed to help prepare them for their future learning.

Setting details

Unique reference number	EY501107
Local authority	Hertfordshire
Inspection number	1052906
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	37
Number of children on roll	41
Name of registered person	Danielle Wright
Registered person unique reference number	RP515488
Date of previous inspection	Not applicable
Telephone number	07927 464131

St Luke's Pre-School originally registered in 2009 and re-registered in 2016 due to changing to sole ownership. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school operates from 9.15am until 12.15pm on Monday, Tuesday and Friday, and from 9am until 3pm on Wednesday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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