

# St Lukes Nursery

St Luke's Terrace, Moorbottom, Cleckheaton, West Yorkshire BD19 6AD



## Inspection date

5 June 2019

## Previous inspection date

29 February 2016

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of 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 passionate about the continual development of the nursery. They have a clear vision for the future and are motivated to achieve the best possible outcomes for all children.
- Staff work well with parents and other professionals involved in the children's care. Parents have some opportunities to share information to enable them to keep in touch with nursery life. Good links with local schools and other specialist professionals help to build the collaborative approach to support children's individual needs.
- The manager and staff team have a good understanding of how they want the nursery to develop and improve. The day-to-day management is effective and a commitment to build on the already good quality of care and learning is enthusiastically demonstrated.
- The qualified and experienced staff use their observations of children's play to accurately assess the progress they make in their learning and development. The manager uses a highly effective system of checking assessments of children's learning.
- Children have good opportunities to learn about cultures and communities that are different to their own. For example, they taste foods from different countries, celebrate festivals and enjoy a wide range of books which celebrate diversity.
- Some group activities, such as register times, are not organised effectively to engage all children present. As a result, some children start to lose interest in their learning.
- Although partnerships with parents are good, overall, staff do not consistently gather precise information about children's ongoing learning at home, in order to better complement their learning in the nursery.

## What the setting needs to do to improve further

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

- review how group activities are organised so that they better meet the needs of all children involved
- enhance opportunities for parents to help them to consistently share information in relation to their children's learning at home.

### 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, including staff qualifications and their Disclosure and Barring Service checks. The inspector viewed the policies and procedures, including the safeguarding policy and children's learning records.
- The inspector spoke to a group of parents during the inspection and took account of their written views.
- The inspector spoke to staff and children throughout the inspection.
- The inspector had a tour of all the areas of the setting.

#### Inspector

Jane O'Callaghan

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff attend safeguarding training and demonstrate a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the child protection referral procedure well and understand wider safeguarding issues. The dedicated manager monitors staff performance well. She regularly observes staff practice and holds individual supervisory meetings. Staff reflect on their own training needs and where they need additional support. This means that all staff have opportunities to progress in their professional development. Daily safety checks and in-depth risk assessments help ensure that children always play in a safe environment and are not exposed to risks. Parents value the service the nursery provides. They remark that the nursery is welcoming and homely.

### Quality of teaching, learning and assessment is good

Staff observe children during their play and make accurate assessments of children's development. They use this information to plan individual next steps for children's learning. Staff plan enjoyable learning activities that excite and motivate children. For example, children explore mixing a variety of materials, such as glitter and glue, as they decorate 'moons' and 'stars' in readiness to celebrate Eid. Staff use a variety of age-appropriate ways to promote children's communication and language development. For example, staff sing songs with the babies and carry out the actions to accompany the song. Babies copy them well and receive lots of praise. More-able children are very keen to use their imaginations as they pretend to build a tower with the wooden bricks in the construction area. They put on their protective hat and glasses and are keen to show their friends how the toy saw works.

### Personal development, behaviour and welfare are good

Staff organise the playrooms well. They ensure that they are maintained to high standards to welcome parents and children. Staff find out about children's needs, likes and interests before they start. This helps children to settle well and form positive relationships. Staff praise and celebrate children's achievements to help to boost their confidence and self-esteem. Children have plenty of opportunities to be active outdoors. They thrive on taking part in physically demanding activities, such as balancing on obstacle courses. Key persons provide good emotional support for children and parents during settling-in periods and transitions to other rooms. They use information gathered from parents to maintain continuity of care. Staff are good role models for the children in their care.

### Outcomes for children are good

All children make good progress relative to their starting points, in preparation for going to school. Children of all ages show curiosity to visitors and readily engage them in conversation. They are encouraged to be healthy and enjoy balanced and nutritious snacks and meals and regular outdoor play. Children are curious, and eager to explore and develop their early mathematical skills. For example, they watch as toy cars roll down pipes, and then they pour water down and shout, 'My jug is nearly full'.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY457134  |
| <b>Local authority</b>                           | Kirklees  |
| <b>Inspection number</b>                         | 10075342  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 80  |
| <b>Number of children on roll</b>                | 98  |
| <b>Name of registered person</b>                 | Clay, Sharon Annie  |
| <b>Registered person unique reference number</b> | RP909587  |
| <b>Date of previous inspection</b>               | 29 February 2016  |
| <b>Telephone number</b>                          | 01274864455   |

St Lukes Nursery registered in 2013. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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