

Inspection of St Luke's Nursery

Barnsley Road, South Kirkby, PONTEFRACT, West Yorkshire WF9 3BG

Inspection date: 7 March 2022

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Staff have failed to follow the setting's safeguarding policies and procedures, to notify the local authority designated officer in the event of an allegation against a member of staff. This puts children at risk of harm.

Children enthusiastically enter the nursery to start their day. They are greeted by warm and caring staff, who know them well. Children know the routines and boundaries of the nursery which helps them to settle quickly. Children show wonderful attachments to their key person. Staff talk softly as babies lay their head on their key-person's shoulder, which shows babies feel secure. Staff plan activities that create interest, challenge, and excitement for babies in their care. They encourage them to anticipate and explore sounds with musical instruments. For example, when reading a book, babies shake their instruments when directed by the staff. They explore their senses as they play with lemon scented foam. Babies and young children are making good progress in their learning.

Children develop their communication and language skills very well. Experienced and knowledgeable staff model good language skills. They repeat and recall words to children to check their understanding. For example, children enthusiastically join in 'The Button Book' story. They excitedly anticipate what will happen when a child presses the button and they laugh out loud as they join in the actions. Children confidently use sign language in story telling, and communication with children and staff.

What does the early years setting do well and what does it need to do better?

- The manager carries out yearly appraisals with staff. Training requirements are identified and discussed. Staff's strengths and areas for improvement are evaluated. However, informal supervision discussions do not provide staff with clear learning objectives or possible actions to complete. As a result, staff are not always clear about actions or recommendations set to improve their practice, or to improve the outcomes for children.
- The manager and staff have high expectations for all children's learning and development. They provide a variety of stimulating and challenging activities for children of all ages based on their needs and interests. For example, at small group time, children learn to take turns passing a 'Spikey Ball'. They learn to work together to bounce the frog on the stretchy material, laughing when it bounces in the air. Children are making good progress in their learning, including children with special educational needs and/or disabilities (SEND).
- Knowledgeable staff introduce counting, number recognition and the understanding of shapes and space into children's play. For example, children competently use shapes to create pictures. They explore the messy play to find

matching numbers, laughing and pulling faces as it squishes through their fingers. As a result, children are making good progress in their mathematical skills and knowledge.

- The nursery special educational needs coordinator is inspirational in her work with children with SEND. She works closely with parents, key persons, and external agencies. She carries out daily targeted work with children. This ensures children receive timely and targeted support to meet their individual needs. Additional funding allocated to children is used exceptionally well to support interventions in children's learning and development. This is effectively reducing gaps in children's learning and development.
- Room leaders and staff carefully consider how to set out equipment and areas within the rooms to meet the needs of the children. Toddlers access steps and slopes to help develop coordination and balance. Older children sit at tables to access fun activities based on their interests and learning. Children in the role-play area use mirrors to mimic their friends' facial actions. Children create a story by drawing pictures at the mark-making table. They are having fun, exploring and learning with age-appropriate resources.
- Children demonstrate good behaviour. Staff support children to understand their emotions and feelings from an early age. For example, children use paint to create pictures of how they are feeling. Staff confidently discuss children's feelings with them and reassure them that everyone has them.
- Partnership with parents is very good. Staff speak regularly to parents. They keep parents informed of their child's learning and development through an app or letters. Parents comment on the valuable support staff give to support children with SEND, noting that staff go 'above and beyond' to assist their children.

Safeguarding

The arrangements for safeguarding are not effective.

The manager has failed to follow the safeguarding policy and procedures to notify the local authority designated officer in the event of an allegation against a member of staff. This puts children at risk of harm. Staff have a very good understanding of the signs and symptoms that may indicate a child could be at risk of harm. Regular risk assessments are carried out to ensure children are safe and secure. Health and safety issues identified are quickly rectified and new procedures put in place. Most childcare staff hold a paediatric first-aid qualification to ensure they can support children in the event of an accident or incident.

What does the setting need to do to improve?

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

	Due date
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ensure staff understand how to implement the correct policies and procedures in the event of an allegation against a member of staff.	07/04/2022
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To further improve the quality of the early years provision, the provider should:

- provide staff with clear learning objectives and support to improve their practice and children's outcomes following supervision discussions.

Setting details

Unique reference number	EY256122
Local authority	Wakefield
Inspection number	10226667
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	65
Number of children on roll	138
Name of registered person	St Lukes Church
Registered person unique reference number	RP521280
Telephone number	01977 650119
Date of previous inspection	10 September 2018

Information about this early years setting

St Luke's Nursery registered in 2003 and is located in South Kirkby near Pontefract. The setting employs 27 members of childcare staff. Of these, 24 hold at least a level 3 childcare qualification or above and one has qualified teacher status. The setting opens Monday to Friday from 7am until 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the manager.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers, at appropriate times during the inspection.
- A meeting was held with the provider and manager. This included a review of relevant documentation, including evidence of staff's suitability and training.

We carried out this inspection 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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