

Inspection of St Lukes Pre-School

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

Inspection date: 6 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school with a big smile on their face and are happy to leave their parents. They are greeted at the door by friendly staff. This helps the children to feel safe and secure at the pre-school. Children move around the indoor and outdoor environment, independently making choices about where they would like to play. They squeal with delight in the outdoor area as they blow and chase bubbles. Children develop positive relationships with each other and the staff. They follow the rules and routines well and have extra support from staff when needed. Children know the high expectations required of them and, as a result, they behave well. This ensures the environment remains a calm place for children to learn.

Children's interests are planned for through play-based activities, which engages the children in their learning. Staff understand that the COVID-19 pandemic has had an impact on children's speaking and listening skills. As a result, children benefit from lots of stories, rhymes and songs to support their progress. Children develop their physical skills by engaging in activities such as stretch and grow, making marks on paper and using tools with the play dough. Children are encouraged to be independent by washing their hands and putting their coat on. These skills help to prepare them well for primary school.

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

- The manager and staff members recognise the impact of COVID-19 on the communication skills of the children. As a result, they have designed their curriculum intent around promoting high-quality interactions with the children. For example, they model language to the children and seek every opportunity to extend their vocabulary.
- The provision for children with special educational needs and/or disabilities is a strength of the pre-school. Staff are relentless in pursuing external agency support for the children, when needed. Staff work with health visitors, speech and language therapists and paediatricians to ensure that children make good progress against their personal targets.
- Staff know the children well and meet their individual learning needs by focusing on their interests, such as the trains or the zoo animals. As a result, the majority of the children are engaged in their learning.
- The curriculum is well developed and ambitious for most children. However, group-time sessions do not meet all of the children's needs. As a result, some children wander around the room. The impact of the curriculum for those children is limited.
- Staff have positive relationships with the children and promote high expectations of children's behaviour. Support is given when needed to help children to share. This results in a calm environment where children are happy and safe.

- Leaders know their families and the community well. They support the language development of the children who speak English as an additional language by including their home language within their teaching. However, staff provide limited opportunities for children to learn about other cultures, religions and faiths other than Christianity. This limits their understanding and appreciation of diversity.
- Parents speak highly of the pre-school and the support they receive from the staff. Parents value the regular communication they receive through face-to-face conversations and through the online app. They also welcome the guidance on how to support their children's learning at home.
- Hygiene practices are well embedded into the children's routines. They are confident to access the portable handwashing unit, squirting the soap, rubbing it into their hands and rinsing it off independently.
- Children are provided with healthy snacks and wholesome meals. However, staff do not help children to develop their self-care skills well enough. For example, children are not given appropriate cutlery to eat their lunch and often revert to using their fingers. Furthermore, staff do not have regular routines in place to support children's toilet training.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate a secure knowledge and understanding of the policies, procedures and actions they need to take to keep children safe. There is a rigorous recruitment process in place to ensure that staff who work with the children are suitable. Safeguarding children is paramount to the staff in their day-to-day practices. They cut sausages and grapes length ways to reduce the choking risk to the children. All staff are trained in paediatric first aid. Medical care plans are in place for children who require them. This helps to ensure that staff can react appropriately should the need arise. Staff ensure that all areas of the pre-school, both indoors and outdoors, are safe for children to use.

What does the setting need to do to improve?

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

- ensure the curriculum meets the needs of all of the children at group times
- provide opportunities for the children to learn about different cultures, religions and faiths
- support children to develop further their self-care skills.

Setting details

Unique reference number	EY315656
Local authority	Salford
Inspection number	10233324
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Boardman, Andrea Catherine
Registered person unique reference number	RP514415
Telephone number	07962237468
Date of previous inspection	23 November 2016

Information about this early years setting

St Lukes Pre-School registered in August 2005 and is situated in Salford. The pre-school employs five members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The pre-school opens from Tuesday to Friday, term time only. Sessions are from 8am until 3.30pm. The pre-school provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Glaister

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk to discuss the intent of the curriculum.
- Discussions were held with the manager and staff members.
- The inspector observed the quality of education and the impact this had on the children's learning.
- The inspector gathered the views of parents about the pre-school.
- The inspector and the manager carried out a joint observation of a group activity.
- The inspector reviewed a sample of documentation, including staff suitability checks.

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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