

Inspection of St Luke's Pre-School Nursery

Carlton Road, South Elmsall, Pontefract, West Yorkshire WF9 2QQ

Inspection date: 9 June 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children understand what practitioners expect of them and their behaviour is exemplary. All children are quick to settle and become familiar with the established routines. The children thrive from the excellent interaction of the practitioners. Children thoroughly enjoy group activities and understand the responsibility of being part of a group. They are very patient and understand the need to take turns as they control the movement of a parachute. As they pass items to each other, they make sure that they include everyone.

Children's interest in the wider world is significantly enhanced by the expert interactions of staff, whose teaching highly motivates them. Children show genuine excitement and intrigue as they explore their fruit and vegetable garden. They skilfully use garden tools to turn over soil and stones in their search for insects. Children use a magnifying glass to count a spider's legs and to look at the finer detail on the wings of a fly. Children decide to inspect the lawn with their magnifying glass. When they find a mushroom, they shout out 'oh no, look at that giant mushroom!' There is a brief discussion, and they agree to leave it for the birds. Children look at the fruit trees and ask what they are. With help, they check the labels and look at the small fruits that are appearing. They accurately identify the pear and apple tree when later asked what they are.

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

- Practitioners take time to make very accurate assessments of children's development. They use these assessments to identify when children will benefit from additional support. They act swiftly and sensitively to follow this up with parents. As a result, children get the support they need to make the best progress they can.
- Parents say that practitioners go far beyond anything they expected. They say the setting is safe, and they can leave their children knowing they are well cared for. Parents say that practitioners have a significant impact on their children's academic and social development.
- Practitioners are very knowledgeable about the children who attend. They make sure that records are up to date about what and how their key children are learning. In the event of a practitioner being absent, others continue with these plans. This helps to make sure that all children reach their full potential.
- Children with special educational needs and/or disabilities thrive in this learning environment. Practitioners take account of each child's learning needs and abilities and adapt activities accordingly. They also use simple sign language and visual prompts to communicate with children. This promotes an inclusive environment where all children are highly valued.
- Children's speedy development in literacy and their love of books are promoted

exceptionally well. The week begins with a new story that children quickly become familiar with. Children show that they are very good listeners as they join in with repeated phrases and answer questions.

- The quality of education is excellent. Children's learning is skilfully and meticulously planned. Practitioners ensure that the activities provided closely reflect children's interests and individual abilities. They carefully consider the impact of the pandemic on children's development and, as a result, the development of children's communication and language, personal, social and emotional skills are a priority. Children make outstanding progress.
- The learning environment is rich with language and practitioners have excellent communication skills. They challenge children to think things through and give their own answers. This helps children to make rapid progress in developing their communication and language and problem-solving skills. As a result, children move on to school as very confident communicators.
- Children's transition on to their next educational setting goes extremely smoothly. This is because an enormous amount of effort made to make sure that children have met their new teachers and know what their new classroom will look like before they start. This helps children to settle very quickly.
- All children develop very strong relationships with practitioners. They confidently seek out help, comfort and reassurance when they need it. This shows that children feel very safe.
- Children's sense of community spirit is nurtured exceptionally well. For example, they pick the vegetables that they have helped to plant and tend. They offer the produce to members of the local community for free. Children also enjoy the fruits of their labour, helping to make gooseberry and rhubarb crumble as a special treat.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in this setting. Children's safety and well-being are given the utmost priority. Links with outside agencies are well established, and safeguarding records are well maintained. This helps to ensure that children and families get the support they need. Practitioners have regular training; they are vigilant and know the steps to take should a child be at risk of harm or abuse. Access to the setting is well monitored and no one can enter or leave unnoticed. Systems are in place to check the suitability of anyone working with children.

Setting details

Unique reference number	EY462126
Local authority	Wakefield
Inspection number	10131626
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	54
Name of registered person	St Lukes Church
Registered person unique reference number	RP521280
Telephone number	01977 658505
Date of previous inspection	7 March 2016

Information about this early years setting

St Luke's Pre-School Nursery registered in 2013. The pre-school employs 11 members of childcare staff, of whom seven hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
June Rice

Inspection activities

- This is the first routine 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 inspector observed the quality of education during activities indoors and outdoors. They assessed the impact this has on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The manager observed a planned activity with the inspector and discussed the quality of education.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with children and parents, and took account of their views.

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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