

Inspection of St Luke's Nursery

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

Inspection date: 4 July 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Inadequate |
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What is it like to attend this early years setting?

The provision is good

Children are learning in an environment that promotes their curiosity. Staff plan a wide range of activities that maintain children's interests. As a result, children are confident learners. Children are inquisitive and ask the inspector who she is. They wait until she has given an explanation and then check her identification badge. Children are familiar with the daily routines. For example, they know when the bell rings that it is time to tidy up for lunch. They are eager to help, have healthy appetites and look forward to their meals, which they enjoy. Children are learning how to use knives and forks correctly. They serve themselves when it is safe to do so and scrape their leftovers into a bowl.

Children regularly go off to wash their hands, which are often covered in paint or some other material they have been exploring. When asked why they wash their hands, they tell the inspector that they must wash away the dirt and germs. As children move through the nursery, their confidence grows and they begin to form firm friendships with each other. They have strong relationships with their key person but equally good ones with other staff. This helps children to feel safe.

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

- The manager discussed the curriculum and what she expects of staff. There is a strong focus on communication and language skills. Staff use speech, hand and facial expressions and Makaton sign language. This helps to include all children, no matter their stage of development.
- Leaders and managers are familiar with the local dynamics of the area. They are committed to supporting children's learning. They make sure they have the skills they need for their next step in their education, such as school.
- Staff have high expectations of children to behave well. They remind children to say 'please' and 'thank you', and to share resources. Staff sensitively remind those who are not quite ready for sharing, that it is nice to be kind to their friends.
- Staff listen to babies and toddlers, copying the sounds and single words they use. This helps children's confidence as they learn how to communicate effectively. Children enjoy joining in with familiar songs and rhymes. They listen carefully and answer questions. This shows that they are developing the skills they need to listen and think things through.
- Children learn in an environment where they can access materials and tools easily and safely. Staff observe what children do with the resources as they transport items around the nursery. This helps staff to understand how those children learn, and what new interests they are developing. Staff use this information to plan effectively for children's continued development.
- Children with special educational needs and/or disabilities are well supported.

The special educational needs coordinator in the setting is passionate about the work she does. She works closely with parents and other professionals involved with the children's care and education. Furthermore, staff make wise use of additional funding. As a result, children and families get the support they need.

- Partnerships with schools, particularly to support children before and during their move from the nursery, has weakened. This means that some schools are no longer involved in this process. This does not help promote a smooth transition for some children.
- Children are very active. They confidently ride and climb apparatus. When a child climbs onto a chair, staff ask them if what they are doing is safe. Children pause to think and decide it is safer to get down. Staff thank them and praise them for good thinking and making good decisions.
- Parents have high praise for the help and support their children receive. They tell the inspector that their children have made great progress since starting. Parents say their children enjoy attending.
- Staff told the inspector that they have regular meetings with the manager. They discuss their key children, their progress and what they have planned for them to learn next. Staff tell the inspector that they feel safe speaking with managers about any concerns they have, professionally or personally.
- Parents told the inspector that since the pandemic, the information they receive is mostly around children's well-being and what they have enjoyed. Some parents know what their children are learning, others do not. Consequently, some parents do not have the information they need to help them to support children's development at home.

Safeguarding

The arrangements for safeguarding are effective.

Following the last inspection, leaders and managers have revisited the child protection and safeguarding procedures with staff. Staff are now very clear about what to do in the event of an allegation against a member of staff. They are familiar with the difference between the roles of the local authority designated officer and social services. The designated safeguarding leads understand their role in helping to protect children. Managers have effective recruitment procedures in place. This helps to ensure that any adults working with children are suitable to do so. Unauthorised visitors are unable to enter the nursery without being seen. This helps to keep children safe.

What does the setting need to do to improve?

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

- find ways to reach all parents and keep them up to date with the progress their children are making, including how they can support that progress at home

- reconnect with schools that children are going to attend, and re-establish a way of supporting all children in their transition.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY256122 |
| Local authority | Wakefield |
| Inspection number | 10233238 |
| 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 | 0 to 4 |
| Total number of places | 65 |
| Number of children on roll | 135 |
| Name of registered person | St Lukes Church |
| Registered person unique reference number | RP521280 |
| Telephone number | 01977 650119 |
| Date of previous inspection | 7 March 2022 |

Information about this early years setting

St Luke's Nursery registered in 2003 and is located in South Kirkby, near Pontefract. The setting employs 25 members of childcare staff. Of these, 17 hold a childcare qualification at level 3 or above, including one with 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

June Rice

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 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 also discussed the provider's plans for continued development.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector observed the quality of education during activities, indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed the curriculum.

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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