

# Inspection of St Luke's Pre-School (Rochester)

Wesley Hall, St Luke's Methodist Church, City Way, Rochester, Kent ME1 2BQ

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Inspection date: 8 March 2024

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

### The provision is good

Children arrive, settle quickly and begin their morning activities. Staff plan a wide range of activities to engage children and spark children's curiosity. For example, children play happily in the investigation area, making potions with coloured water, pipettes and different containers. Staff understand the importance of children's physical development and teach children to move in different ways through dancing, jumping and yoga. The outside area is a firm favourite with the children, with areas such as a sensory garden and outdoor kitchen. Staff understand the importance of developing children's vocabulary and teach children new words as they play.

Children have lovely bonds with staff and there is a very effective key-person system in place. Children's behaviour is very good. They understand the rules in place and why they are important. Children concentrate carefully and show great interest in their play and activities. Even the younger children maintain concentration for a long time.

Staff plan fun and rich experiences for children to take part in. For instance, children take part in local visits to the fire station, playground and places of worship to learn about their community. Family and visitors, such as the local dentist, are also welcomed into the pre-school to read stories to the children.

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

- The manager prioritises the well-being of staff. The staff report that they feel happy and supported at the pre-school. They have good relationships with one another and are deployed well based on the children's needs. Staff receive regular training and each have their own roles that they are responsible for, such as language leader. This allows staff to develop this area to provide the best outcomes for children.
- Parents speak highly of the pre-school and are pleased with the communication they receive. Staff are available at the start and end of the day to talk to parents about their children's day. Parents comment on the noticeable progress their children have made since starting the pre-school and are happy with how children have settled.
- Staff provide a broad curriculum for the children and plan a wide array of fun and engaging activities and opportunities to learn. However, children do not consistently have the opportunity to develop their early counting and number skills through their play.
- Children enjoy lots of opportunities to develop their early literacy skills. Staff ensure their planning meets the needs of all the children in the pre-school. For instance, the younger children use play dough, age-appropriate scissors and

paintbrushes to begin their mark-making journey. Older children take part in whole-class reading sessions where they listen carefully and join in with songs and stories.

- The manager and the special educational needs coordinator are successful in their roles in supporting children with special educational needs and disabilities. They seek advice from outside agencies and implement this in the pre-school. For example, children with communication needs are supported in small groups or with one-to-one support to develop their speech and understanding.
- Staff ensure children are ready for school by teaching them to be independent. Children practise putting on shoes, taking off coats and putting away their belongings each day, which is encouraged and supported by staff. Children then enter the room, find their name card and match it to their photo, which teaches them to recognise their name.
- The manager and staff are reflective. They regularly review the layout and provision for children and adapt these when needed. The manager wants children to develop an early love of learning and keeps this in mind when planning for them. All staff receive time to plan for the children and concentrate on what skills they need to focus on next. Children's interests and wishes are captured well at the pre-school. Children ask staff for any toys they would like to play with and staff use children's interests to inform planning.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- strengthen the curriculum for maths to further support children to count and use number during their play.

## Setting details

<b>Unique reference number</b>	103846
<b>Local authority</b>	Medway
<b>Inspection number</b>	10317291
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	St Lukes Pre-school (Rochester)
<b>Registered person unique reference number</b>	RP910434
<b>Telephone number</b>	01634 819 809
<b>Date of previous inspection</b>	17 May 2018

## Information about this early years setting

St Luke's Pre-School (Rochester) registered in 1966. It operates from two rooms in a church community hall in Rochester, Kent. The pre-school is open from 9.15am to 1pm from Monday to Friday and from 1pm to 3pm on Monday, Tuesday, Wednesday and Friday. It is open term time only. Children aged two, three and four years receive funding for free nursery education. The pre-school employs eight members of staff, including two administrative staff. Of the staff working directly with the children, one holds early years professional status, four hold recognised qualifications at level 3 and one holds a qualification at level 2.

## Information about this inspection

**Inspector**  
Jade Mellin

## Inspection activities

- This was 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- Parents shared their views on the setting with the inspector.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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