

# St Lukes Pre-School

St Lukes Church, Langley Way, Watford, Hertfordshire, WD17 3EJ

<b>Inspection date</b>	17/10/2014
Previous inspection date	23/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff work hard to create a warm, welcoming, and stimulating learning environment in which children are happy and secure. The quality of teaching is good. The experienced staff teach children key skills to support their learning. As a result, children make good progress in their development.
- Children form secure attachments with friendly staff who are attentive to their needs. Safe recruitment and secure vetting procedures ensure all those working with children are safe to do so. This means their safety is protected.
- The managers and staff have a secure understanding of their roles and responsibilities. They attend regular training and safeguarding is always discussed at staff meetings. As a result, children's welfare is protected.
- Children have continuity and consistency, as staff have close partnerships with parents and carers. They exchange frequent communications about children's care and development. This helps to support the children's welfare and learning.

### It is not yet outstanding because

- Staff do not consistently use timelines, pictures and photographs so that younger children and those who speak English as an additional language are able to express their preferences and make decisions about routines and activities.
- Staff do not fully extend children's interest in books, by having these available in other areas of play, so that the quality of teaching in literacy is more sharply focused.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, a selection of policies and procedures and the care and learning records of the children.
- The inspector carried out a joint observation with one of the managers.
- The inspector checked evidence of the staff's qualifications, and evidence of the suitability of all those working on the premises.

## Inspector

Maura Pigram

## Full report

### Information about the setting

St Lukes Pre-School was registered in 2009 and is on the Early Years Register. It is privately owned by the two managers. It was previously in operation under different management for many years. The pre-school serves the local area and is accessible to all children. It operates from St Lukes church hall in Watford, Hertfordshire. There is an area available for outdoor play. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm on Monday, Tuesday and Friday. On Wednesday the sessions are from 9am to 12 noon, a lunch club is offered and an afternoon session runs from 12 noon to 3pm. Children attend for a variety of sessions. There are currently 37 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. They also support children with special educational needs and/or disabilities. The nursery employs eight members of childcare staff. Of these, one staff member holds a level 4 qualification in early years. Three staff members hold appropriate early years qualifications at level 3. One staff member is working towards a level 3 qualification.

### What the setting needs to do to improve further

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

- build further on the support for younger children and those who speak English as an additional language, to express their preferences, thoughts and feelings about the activities and their play, for example, through the use of additional props, timelines, pictures and photographs showing familiar events, objects and activities
  
- extend the educational programme for literacy even further, for example, by providing books in popular areas of play.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at the pre-school. They are making good progress in their learning and development. The managers and most of the staff are experienced practitioners. They have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. They provide a welcoming and stimulating environment where children learn through play and exploration. As a result, children quickly settle to play in activities of their choice. They demonstrate an eagerness to learn, which effectively supports them as they move on to school. The staff spend lots of time

directly with the children during their play. For example, they listen attentively to what children say and respond positively to them. They praise their efforts and model words to help them describe actions. This helps children to develop their language skills. During activities and routines, staff use gestures and simple language to help children understand. This supports younger children, children with special educational needs and/or disabilities and those with English as an additional language to make links in their learning. For example, staff find out the key words that children understand and refer to these during the day. In addition, some staff have an understanding of some languages used by children and their families. However, staff have not fully explored other ways to support some children's understanding. For example, they do not consistently use timelines when appropriate, pictures, visual cues and real-life objects so that they can make further links in their learning.

Since the last inspection, the children have been introduced to the concept of self-registration. This helps them to recognise their own names. An art and craft trolley has also been introduced. This enables children to choose materials for themselves and promotes their independence. In addition, an interactive table with interesting coloured shapes has been purchased. This helps children to play co-operatively in small group situations and introduces them to the concepts of colours and various shapes. Children learn that print carries meaning when staff read storybooks to them. They cuddle up together at the book area and lots of giggling takes place as children join in with their favourite stories. However, staff have not considered extending children's learning even further by having books available in other popular play spaces, such as the shop and home area. Therefore, opportunities to develop children's literacy skills are not always fully extended. Children enjoy spontaneous singing sessions and join in small group games. They hold hands with each other and are encouraged to join in with the actions. This supports their social and emotional development and helps them to take part in group activities. This also supports children's readiness for the next stage in their learning, such as moving onto school. Outdoors, children confidently use chalks to draw. This supports the development of their hand and finger muscles, which are important for the development of handwriting skills as they grow. They wave ribbons and watch in wonder at the impact of the wind on the leaves and their ribbons. Good staff interaction, such as homing in on children's questions and discoveries, helps children to learn about the world around them. For example, discussions take place about the falling leaves and creatures that may be found outdoors.

Children's starting points and interests are gained on entry. Staff carry out the progress check for children aged between two and three years to plan for the next steps in their learning. These and children's learning journals are shared with parents. Staff continually monitor their assessment procedures. This helps them to identify any gaps in the children's learning and to plan for their next steps. Children have individual key workers who track their progress, by making observations and taking purposeful photographs of the children's play and achievements. Staff place a high value on the importance of working closely with parents. They continually discuss children's individual needs with each other and their parents to help support their learning and development. This means that parents are involved in their children's learning. In addition, staff display a summary of children's activities that they have enjoyed so that parents and carers can continue with discussions about these outside of the setting.

### **The contribution of the early years provision to the well-being of children**

Children enjoy warm relationships with the staff and show that they are secure in their care. New children are well supported so that they too, can quickly settle to play and learn. This is because staff are sensitive to children's individual needs and a flexible settling-in procedure is in place. For example, children are phased in gently and staff reassure parents. This helps children to make the move from their home to the pre-school run as smoothly as possible. Individual requirements are discussed on entry including dietary and health needs. As a result, there is continuity of care between staff and the children's parents. The key-person system is well embedded. Staff share information about each child so that they are able to support them as and when necessary. They work hard together to create a welcoming environment where children are eager to explore and play. They set up the pre-school each day, carefully taking into account children's interests and stages of development. Children move around freely and independently selecting from the varied resources set out for them, such as painting, sand, construction and imaginative play items.

Children are helped to behave well through a range of appropriate strategies. For example, familiar routines and clear explanations means that children learn from staff what is expected of them. Children are gently encouraged to take turns during their play and are given small tasks to develop their self-esteem. For example, they help to get the jugs and cups ready for snack time. Staff are consistent in their approach. As a result, children learn right from wrong. They are praised for their efforts and achievements. This further contributes to them developing good levels of confidence. Staff help children learn about their own safety. They teach them how to use play materials, such as sand safely. Children learn to take supervised risks in their play when they ride the bikes up and down the slope. For example, they know to wait until their friends move safely away before having their turn. In addition, they practise safe routines for crossing roads when they go on outings to post letters. Overall, children's physical development is well supported both indoors and outdoors. The provision of the indoor slide and the various resources on offer contribute effectively to this.

Children learn good hygiene practices through everyday routines, such as, washing their hands after using the toilet and before snack time. Staff follow good hygiene procedures while changing younger children's nappies. Children's health and independence is supported because they are able to choose from a selection of nutritious snacks. Some children confidently use tongs to choose their favourite items, such as apples and breadsticks. They are encouraged to pour their own drinks. This further contributes to them developing physical skills and coordination. Staff help children in the preparation of moving onto school. For example, they support children to put on their own coats and change their shoes to wellington boots in preparation for outdoor play.

### **The effectiveness of the leadership and management of the early years provision**

The managers and staff work well together as a team to ensure that the setting operates smoothly on a day-to-day basis. They understand their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. For example, they review and implement clear policies and procedures that promote children's welfare and safety. Staff have a secure understanding of safeguarding procedures, such as the possible signs that children may be at risk and how to respond to concerns. They are also aware of procedures to follow if they are concerned about staff's interactions with children. They attend regular training to ensure their knowledge is up to date. Information about safeguarding is displayed on the entrance door and on notice boards, so that parents and carers are aware of procedures staff follow to protect children. Thorough recruitment procedures means that staff are checked for their suitability to work with children. There are methods in place to monitor the ongoing suitability of staff. Effective staff deployment means that children are well supervised. This contributes to children's safety and supports their learning. Staff carry out risk assessments for all areas used by the children and includes outings in the process. This ensures that there is a safe environment in which children play and learn.

The managers have a good knowledge of the skills of their staff. They work well together and they have a clear vision for the ongoing development of the pre-school. For example, they consistently attend training and hold regular meetings to develop their practice. New information is always shared within the staff team and implemented into the daily routine. Staff have successfully addressed the recommendation set at the last inspection, which has had a positive impact on children's learning. There are effective methods for monitoring children's progress and identifying any gaps in their learning. There are good systems for monitoring staff effectiveness. Regular supervision and appraisals help identify and support any training needs. Self-evaluation includes the views of staff, parents, carers and children and leads to clear targets for development and continuous improvement. For example, staff are continually working on developing the outdoor area so that this offers a rich learning environment. Staff have developed a strong partnership with parents, carers and other professionals involved in children's care and learning. This supports all children, including those with special educational needs and/or disabilities. Parents and carers are well informed about the service provided when their children first start and through ongoing communications. In addition, they are provided with informative newsletters. Consequently, continuity of care and learning between staff, children's parents and carers is well promoted.

Staff make themselves available to exchange information on a daily basis through conversation, and invite parents and carers to share their skills. Parents' comments and carers are very positive. They praise the staff for the support that they provide, not only to their children, but also to the whole family. Staff work very closely with outside agencies to gain ideas of how to support children with specific needs and their families. For example, they attend related meetings so that information and ideas to support children are shared. The two experienced managers work well together to ensure that the pre-school operates well. They are well known at local schools and nurseries. They share information with children's key staff as and when needed. This results in a smooth move for the children from pre-school to nursery or school.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY399371
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	860049
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of provider</b>	St Lukes Pre-School Partnership
<b>Date of previous inspection</b>	23/04/2010
<b>Telephone number</b>	01923224644

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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