

St Luke's Nursery School

St. Luke's Church Halls, St. Luke's Road, Tunbridge Wells, Kent, TN4 9JH



Inspection date

14 July 2017

Previous inspection date

26 February 2014

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The manager works extremely closely with staff to set targets, evaluate the nursery and review their practice. Children's suggestions and interests are recorded and included in planning. This helps children to remain extremely motivated and engaged.
- There are inspirational relationships between staff and children. Children are exceptionally eager and confident as they come into the setting. They enjoy the company of staff and of each other. This helps children to have a positively high level of self-worth and self-esteem.
- Children learn excellent early reading and writing skills. For example, older children learn to read independently and use their knowledge of letters to confidently write simple words and sentences.
- There are extensive opportunities for children to understand and learn about the natural world around them. For example, children use photographs to identify the birds and insects that visit their outside area and compare the size of worms.
- Children have an excellent understanding of other people's similarities and differences. They celebrate a wide range of cultural festivals and learn to speak other languages.
- The manager and her staff monitor children's progress frequently and highly accurately. They rapidly identify any gaps in learning and skilfully support children to catch up or improve. Children make outstanding progress.

What the setting needs to do to improve further

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

- support staff to eliminate the rare occasions where they intervene too quickly in children's learning.

Inspection activities

- The inspector observed the staff's interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at the written documentation, including a sample of the policies and procedures, risk assessments and staff training records.
- The inspector carried out a joint observation with the manager and discussed the impact of staff's teaching on children's learning.
- The inspector spoke to children, parents and staff, and took their views into consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an extremely detailed knowledge and understanding of the safeguarding policies and procedures to follow if they have concerns about children's safety or welfare. Children learn how to keep safe, such as how to exit the building quickly and safely in the event of a fire or other emergency. They demonstrate their strong understanding of risk in their play, for example, putting on 'seat belts' in the 'space rocket'. The manager skilfully monitors the consistency of teaching to help her ensure that teaching remains outstanding. She observes staff's practice closely and holds one-to-one discussions. She recognises that occasionally, staff intervene too quickly in children's learning. Staff have extensive opportunities to attend training to further improve their practice and outcomes for children. Partnerships with parents are highly positive. Parents are invited in to share their skills and cultures, such as helping children to wear a sari and learn songs from other countries.

Quality of teaching, learning and assessment is outstanding

Staff support children particularly effectively to prepare them for school. They extend children's learning exceptionally well. For instance, children enthusiastically problem solve, working out which side of the button to put glue on so that it will stick on the 'magic stick'. They talk enthusiastically about what they will use their 'magic stick' for and relate their ideas to stories they have read. Staff make the most of everyday opportunities to develop children's mathematical language and understanding. Children confidently identify the names and properties of three-dimensional shapes and make measurements in the 'construction' area. Children's imaginations are encouraged, for example, as they build a 'rocket' to fly to the moon, recognising the stars and planets on their journey.

Personal development, behaviour and welfare are outstanding

Staff are inspirational role models for children. Children's behaviour is exemplary and they are exceptionally polite. They have excellent opportunities to develop their physical abilities and hand-to-eye coordination. For instance, they use real tools to unfasten screws and nuts. Children have an excellent understanding of the needs of others. They collect food to support the local food bank and know that eating some foods might make their friends ill. They happily water the plants 'because it is hot'. Children share ideas with settings in other countries to help them understand how to look after the planet and become eco-friendly. Children confidently share and take turns with the programmable toy, showing a keen interest in each other's ideas. ?

Outcomes for children are outstanding

All children, including those who have special educational needs, learn exceptional skills to support their future learning. They have an excellent understanding of how to follow established routines. Their communication and language skills are significantly well supported. For example, staff use hand signs and take every opportunity to help children extend their vocabulary. Children listen to stories with rapt attention.

Setting details

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| Unique reference number | EY465826 |
| Local authority | Kent |
| Inspection number | 1069519 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 32 |
| Number of children on roll | 43 |
| Name of registered person | St Luke's Nursery |
| Registered person unique reference number | RP532817 |
| Date of previous inspection | 26 February 2014 |
| Telephone number | 07960305271 |

St Luke's Nursery registered in 2013. The nursery opens weekdays, during school term times only. Opening times are from 9.30am to 2.45pm on Monday and from 9am to 12.30pm on Tuesday to Friday. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs eight staff, of whom seven, including the manager, hold appropriate early years qualifications at level 3 or above.

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