

Beulah Pre-School

Inspection report for early years provision

Unique Reference Number	EY265718
Inspection date	18 June 2007
Inspector	Patricia Graham
Setting Address	Hollinwood Youth Centre, Withins Road, Oldham, Lancashire, OL8 3QD
Telephone number	0161 681 6152
E-mail	
Registered person	Beulah Pre-school Management Committee
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Beulah Pre-School was registered in 2003. It operates from a church hall in the Hollinwood area of Oldham. Children are accommodated within a large hall. Children have access to an enclosed outdoor play area. A maximum of 26 children aged between two and five years may attend the pre-school at any one time. The pre-school is open Monday and Tuesday from 09.15 to 11.45 and Wednesday, Thursday and Friday from 09.15 to 14.15 term time only. Children attend for a variety of sessions.

There are currently 32 children on roll. Of these, 15 children receive funding for early education. The pre-school cares for children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The pre-school employs eight members of staff. Of these, four hold early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is supported well by staff who have a good understanding of health and hygiene procedures. They ensure tables and food preparation areas are cleaned with anti-bacterial spray and staff maintain toys and resources to a high standard of cleanliness. This minimises children's risk of cross-infection. Children take responsibility for their own personal care as tissues and wipes are freely accessible within the room. They understand the importance of hand washing at appropriate times and are supported by staff as they wash their hands. However, the water temperature in the bathrooms is not maintained to an adequate temperature and hand drying facilities, such as paper towels are not always provided. This limits children's awareness of good hygiene practices.

Children benefit from a nutritious diet to promote their growth and development. They enjoy fruits, such as melon, bananas, oranges and raisins, which they devour at snack time and eagerly ask for more. Staff always consider children's dietary requirements when planning snacks. These are well presented and varied to appeal to children's appetites. Children are able to quench their thirst because they have access to sugar free juice or fresh drinking water, which is available at all times.

Children enjoy a wide range of activities, which contributes to their good health. They are developing good coordination as they confidently manoeuvre wheeled toys and climb large apparatus. They have frequent opportunities to partake in a wide range of physical activities provided. For example, they play chasing games in the outdoor play area and go on frequent walks in their community.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment. The premises are maintained in a good state of repair and decoration to provide comfortable and inviting surroundings for the children. Children's pictures are beautifully displayed and wooden dividers are painted by children. As a result, children are cared for in a child focussed environment. Space is reasonably organised to provide different areas of learning and an adequate selection of toys and activities are accessible to children. However, some areas have a limited range of resources provided for children to explore.

Staff give high priority to keeping children safe and secure. For example, they are effectively deployed to ensure children are supervised at all times. Risk assessments are routinely carried out, which work reasonably well in practice and visitors are closely monitored to ensure children are protected. Children have good opportunities to learn about people who help them in the community. They have visits from the school crossing patrol and fire fighters, which promote their awareness of road and fire safety. They take care of their environment as they follow the good role models of staff and eagerly collect toys in their shopping baskets at tidy up time.

Children are safeguarded because staff have a good understanding of child protection issues. Clear guidelines and procedures are in place and a named member of staff takes responsibility for liaising with child protection agencies.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy attending the pre-school because staff are caring in their approach and spend time interacting with them. They snuggle together reading stories and give lots praise and encouragement, which boosts children's confidence. Children are occupied and happily engage in an adequate selection of stimulating play. For example, children develop their creativity as they make beautiful models with clay and brightly coloured gems. They are extremely resourceful as they transport materials from one area to the other. For example, as children take part in role play they pour sand into the washing machine compartment, iron the play-dough with care and crush dried pasta using cardboard tubes. As a result, children are becoming competent learners.

Staff plan a range of activities using the 'Birth to three matters' framework as a guide. As a result, an appropriate curriculum for younger children are provided to enhance their areas of development. For example, children have increased sensory activities, which provide stimulation and interest. They develop their social and language skills as they confidently chat with their peers and play cooperatively together. Children play imaginatively with the wild animals and explore natural materials with interest. Children develop good hand eye coordination as they carefully stick shapes on to their pictures to create beautiful caterpillars, which link to their current theme.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage curriculum. As a result, children are making satisfactory progress towards the early learning goals. However, observations and planning for children's next steps are not yet in place, which means planning does not focus on individual needs and achievements. Children show increasing confidence and display good levels of concentration as they engage in a good range of activities. For example, a group of children sustain interest for a great length of time as they pour sand and pasta into different sized tubs. They use size language as they compare the tubs and are competent in counting. However, there are missed opportunities for children to extend their mathematical thinking.

Children show an awareness of change as they observe caterpillars and cocoons. They have good opportunities to explore their immediate environments as they go on frequent walks in the community. They talk about the builders and discuss how letters are delivered by the postman. Children learn successfully that print carries meaning, for example, they recognise their own name and some children match letters in their name. However, children have do not always have opportunities to refine their writing skills as mark making implements are not consistently provided. Children's physical skills are developing well as they negotiate space successfully in the setting. They show increasing control as they fasten their own coats and are aware of their individual needs as they ask adults for help. Children have good opportunities to explore colour and texture and produce meaningful models and pictures, which are proudly displayed.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated with equal regard and their differing needs are met well. They are warmly welcomed in the setting and form positive relationships with their peers. Children become aware

of the wider society through access to good resources that promote positive images, such as books and dressing up clothes. Posters are displayed around the setting to reflect diversity. Children celebrate different festivals, which increase their awareness of others. The setting is equipped with adaptations, such as ramps for easy access, lever taps, which promote children's independence and a loop system is also installed. This creates an inclusive environment. Children with disabilities and learning difficulties are well supported as staff work closely with parents and outside agencies to ensure children reach their full potential.

Children behave well in the setting because they are occupied and receive lots of support from staff. They take turns and respond well to positive praise and encouragement. Staff are consistent in their approach as they use effective strategies to promote good behaviour and talk to children about their actions. As a result, children become increasingly aware of boundaries and responsible behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parent's views about their child are actively sought before they start at the setting to ensure children's continuity of care. Parents are extremely complimentary of the care and education provided. They receive adequate information about the Foundation Stage curriculum. For example, plans are displayed and regular newsletters update parents on current themes, which means they have some opportunities to extend their child's learning at home.

Organisation

The organisation is satisfactory.

Children are cared for within required ratios, which ensure they are safe and supports their learning. The dedicated team work harmoniously together and are committed to promote positive outcomes for children. For example, they access regular training courses to enhance their professional development. This improves the quality of care and learning for children.

Leadership and management is satisfactory. The manager takes responsibility for the Foundation Stage curriculum and has a good understanding of the six areas of learning. She works alongside the team providing them with appropriate support on a daily basis. This has a positive impact on children's learning and development. However, there is no system in place to review the education provision, which means areas for development are not addressed. This means children's progress towards the early learning goals are not effectively monitored.

All required documentation relating to the care of children is in place. For example, staff are diligent when recording children's attendance and accidents. A detailed range of policies and procedures are understood by the staff and shared with parents to ensure the setting operates efficiently. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the play-group agreed to: improve resources which promote positive images; record hours of attendance and ensure procedures are in place for checking that the person in charge has required clearances.

Hours of attendance are now clearly recorded and all required checks are in place, which promotes children's safety and well-being. The play-group has increased resources and activities which reflect positive images of society. As a result, children are gaining a good awareness of diversity and respect for others.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children have access to suitable hand washing and drying facilities to promote their good health and hygiene
- review the organisation of resources and play areas to ensure activities are accessible and provide sufficient challenge to children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for mark making activities
- increase the opportunities for children to use their mathematical knowledge for simple problem solving during play and routines
- improve observations and planning systems to ensure there are clear links to the stepping stones and make effective use of assessment records to plan for children's next steps in learning
- improve leadership and management to ensure gaps are identified in delivery of the Foundation Stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk