

# Beulah Pre-School

Hollinwood Youth Centre, Withins Road, OLDHAM, Lancashire, OL8 3QD

<b>Inspection date</b>	14/02/2014
Previous inspection date	03/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staffing arrangements do not meet the needs of children as they are not adequately supervised at all times of the day, which compromises their safety. Children's emotional development is not well fostered as the key person system is not effective.
- Children's welfare is compromised because the manager does not have a secure knowledge of the safeguarding procedures to follow, in keeping with the setting's safeguarding policy.
- Procedures to support positive behaviour are not consistently implemented by all staff and are therefore not understood by children. This results in some children lacking enthusiasm for learning.
- Observations, assessments and tracking systems are not implemented for all children. This means that some children's next steps in learning are not identified and activities offered do not always provide appropriate challenge and interest.
- Sharing of relevant information with parents in the interests of children's welfare, learning and development is not robust. There is limited information given to parents to guide their children's learning at home.
- Partnership working with other professionals to support children's needs is not yet fully robust.

### It has the following strengths

- Children are happy and are able to make independent choices about their play.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities and staff interaction in the playroom and the outdoor play area.
- The inspector observed snack time with the children.  
Discussions were held with children, individual staff members, the manager, the nominated person of the setting and some parents. A joint observation was carried out with the manager.
- The inspector looked at documentation, including observations, assessments, planning, systems for tracking children's progress and a sample of other records, including policies and procedures.

## Inspector

Kate Smith

## **Full report**

### **Information about the setting**

Beulah Pre-School Reregistered in 2003 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Hollinwood Youth Centre in Oldham. There are five members of voluntary staff. Of these, two hold appropriate early years qualification at level 3 and three hold appropriate early years qualification at level 2. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting opens Tuesday to Friday, during term-time. Sessions are from 9.15am until 11.45am on Tuesday and from 9.15am until 2.15pm on Wednesday, Thursday and Friday. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The setting supports children with special educational needs and/or disabilities.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that all staff implement the setting's behaviour management policy and procedure effectively to promote children's understanding of acceptable behaviour and boundaries.

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that staffing arrangements meet the needs of all children, to ensure their safety and to make sure that children are adequately supervised at all times of the day by relevantly qualified, knowledgeable and skilled staff
- ensure that the person with designated responsibility for safeguarding follows the procedure described in the setting's safeguarding policy, in order to respond in a timely and appropriate way to any safeguarding issues
- ensure that each child is allocated a key person with whom they can form a secure emotional attachment by building a settled relationship. Ensure that the key person engages parents and carers, in order to tailor each child's learning to meet their individual needs and support parents in guiding their child's development at home
- ensure that for each child, assessment and tracking are consistently used to identify the next steps in their learning and to understand their level of achievement, interests and learning style, to ensure that learning experiences meet their individual needs and offer challenging learning opportunities so they make good progress
- implement effective early intervention procedures to support children with special educational needs and/or disabilities, through discussion with parents and referrals to relevant outside agencies for appropriate support to meet children's individual needs.

**Inspection judgements**

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

Staff do not always get the opportunity to build strong and effective relationships with the children they are the named key person for. This is because the shifts that staff work do

not effectively match the children's hours of attendance. Consequently, staff do not have a secure knowledge of their key children's individual learning needs. Some parents are unsure of who their child's key person is. This means that strategies for engaging parents in their children's learning are poor. Staff observe children and assess their development termly. However, this is not done for all children, which means that practice is inconsistent. This means that targeted next steps for learning are not planned for every child and that the educational programme and activities offered do not always provide appropriate challenge. Procedures for tracking development are not in place for every child. Therefore some children's progress is not clearly identified or monitored. As a result, any gaps in learning or areas where children may need extra support are not clearly identified. Consequently, for some children their individual development is not good as their next steps in learning are not being followed through.

Staff have implemented the required progress check at age two. They share information with parents through daily discussion, which includes information about the child's care and activities that have taken place. Some parents are able to access their children's learning records as their observations and assessments are logged in 'learning journey' files. However, this is inconsistent as some children have no records of their development, which means they are not effectively supported. The key person system is not secure enough for staff to gain regular information from parents to support their children's learning in the setting. Children's key persons do not consistently provide parents with information to guide their children's learning at home, which means continuity in learning is not robust.

Staff welcome children into the setting and during a group discussion they are encouraged to talk about what activities they want to take part in. This promotes children's thinking and communication skills as they take turns explaining what they would like to do. Staff do not always use opportunities during children's play to extend or challenge children's experiences, as planning of activities with clear learning objectives does not always translate into effective practice. This is because children's concentration is interrupted by the behaviour of others and staff are not consistent in managing the situation to enable the learning to continue. Consequently, children wander away from planned targeted activities, demonstrating that they lack enthusiasm. This is an example of children not acquiring skills and attitudes to help prepare them for the next stage in their learning. Staff do not provide a variety of activities in enough depth or breadth that capture children's interests and enthuse them. The lack of consistency in the quality of teaching, therefore, impacts on the learning of children. Staff support children's communication and language as they read stories and they play shop, talking about what they want to choose. Children's literacy skills are enhanced as staff encourage them to find the appropriate initial letter for their name from a set of foam alphabet letters. They explore the texture of paint as they transfer it on to paper with sponges, supporting their creative development. Children try and count out pieces of pasta to match a numeral, supporting their understanding of what numbers mean. Outdoors children throw and catch balls, which supports their physical development. Staff model counting for children as they play hide and seek, supporting children's mathematical skills. They use praise effectively as children take turns counting and looking for their friends, which boosts their self-esteem.

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

Gradual admission procedures help young children to settle and become familiar with the setting. Although there is a named key person system in place, this is sometimes ineffective as staff are not present for large parts of children's attendance pattern. This means children are not effectively supported in their emotional development by forming close attachments to their key person. Some parents complete 'All about me' sheets to give the staff information about children's care needs, so that these can be incorporated into their child's routine. For example, staff take account of children's likes and dislikes at mealtimes. Staff are sometimes poorly deployed, which hinders children's well-being. For example, children playing outside are left in the care of a new unqualified member of staff and a volunteer, neither of whom are key persons or have the necessary skills to ensure they are suitable to fulfil the requirements of the role. This compromises children's well-being and safety. This is a breach of the welfare and safeguarding requirements. The setting uses daily risk analysis to remove potential hazards from the indoor and outdoor environments, which supports children's safety.

Children have daily opportunities to play outdoors in the yard. This exercise in the fresh air promotes their physical development and enhances their health and well-being. For example, children kick footballs and roll hoops to each other, developing their muscles and coordination skills. Staff take children into the local park to use the equipment and develop their climbing skills. This helps children to learn to take acceptable risks. Children take part in emergency evacuation procedures to learn the procedure to follow to keep safe. Healthy snacks and drinks are provided for children throughout the day, contributing to a healthy lifestyle. Children's self-help skills are fostered as they are encouraged to wash their own hands at appropriate times.

Children wanting to join in with a large group painting activity are given inconsistent messages from the staff about expected levels of behaviour. For example, some children are told to put an apron on prior to painting, but others are allowed to join in without wearing one. Consequently, their clothes become very messy as children explore painting their arms with sponges dipped in trays of paint. Children then wander away from the activity transferring paint into other parts of the setting, such as the cushions in the book area and floor safety mats. This does not promote their awareness of keeping themselves and their environment safe. Staff use praise to boost children's self-esteem but inadequate strategies to manage children's behaviour and apply consistent boundaries mean that children's well-being is not effectively supported. Staff attend meetings with local teachers to share information about the children's development, which supports their transition in to school, providing some continuity in learning.

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

The setting has received support from local authority advisors. This has enabled the manager to implement some of the actions raised from the setting's previous inspection. However, not all the actions have been fully completed, which demonstrates ineffective

leadership. Furthermore, the manager has not been able to identify and rectify additional weaknesses in the setting's practice, particularly those which are breaches in legal requirements. This is because she does not have a secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Self-reflection to assess the quality of the provision is weak. However, a current action plan for the setting has been drawn up with the support of local authority advisors. Ineffective staff deployment highlights the manager's lack of understanding of her responsibilities in meeting the statutory requirements with regard to safeguarding children. This is because children are left in the care of inexperienced, unqualified staff who are unaware of the statutory requirements of the Early Years Foundation Stage. Staff have completed safeguarding training and are aware of the signs and symptoms of abuse. The manager, who is the safeguarding officer, has received local authority approved safeguarding training and the setting has a policy in keeping with this advice. However, the procedure the manager would follow does not match that clearly stated in the setting's safeguarding policy. Consequently, procedures to safeguard children are not thoroughly robust. All staff have undertaken Disclosure and Barring Service checks to ensure they are suitable to work with children.

Leaders and managers have a limited understanding of the learning and development requirements. Lack of assessment for all children means that some do not receive sufficient challenge in their learning. Planning is not targeted enough to meet all children's individual next steps in learning. Consequently, they do not receive a rich learning experience and their development is not well supported. Staff update some of their skills by attending training courses and staff meetings. Staff supervision meetings and appraisals are used to support staff training needs. However, performance monitoring of staff, to support more consistent standards of teaching across the setting, is not yet robust. For example, staff have a poor understanding of how to consistently support children with expected boundaries for behaviour. This results in children's focused learning opportunities being hindered by the behaviour of others. The setting cares for children with special educational needs and/or disabilities. The manager has an awareness of external support available and channels her early intervention strategies through local authority advisors. However, she explains that this can take too long before support is put in place to help children's learning. The manager has not made referrals directly to the appropriate multi-agency staff to more effectively help with children's specific developmental requirements.

Parents comment that they are happy with the service the setting provides and find the staff approachable. Parents explain that although they are not secure in the knowledge of who their child's key person is, their children enjoy attending the setting. Opportunities to engage parents in sharing regular two-way observations of children's interests are not yet established. Consequently, opportunities to provide complementary learning opportunities in the setting and home environment are missed.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**

The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).



## 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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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>	EY265718
<b>Local authority</b>	Oldham
<b>Inspection number</b>	925486
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Beulah Pre-School Committee
<b>Date of previous inspection</b>	03/06/2013
<b>Telephone number</b>	0161 681 6152

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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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