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Beulah Pre-School
Hollinwood Youth Centre
Withins Road
Oldham
Lancashire
OL8 3QD

Our Reference EY265718

Dear Beulah Pre-School Committee

Monitoring for provision judged as inadequate

An Ofsted inspector, Michael, David Charnley, monitored your provision on 03/04/2014 following your inspection where the provision was judged to be inadequate.

Outcome of monitoring

As a result of our inspection on 03/04/2014, we sent you a welfare requirements notice. The actions you were set are included at the end of this letter.

The notice required you 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.

You were also issued with a notice of actions to improve that required you to:

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 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 each child is allocated a key person with whom they can form a secure emotional attachment by building a settled relationship. Ensure 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.

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.

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.

At the monitoring visit through the examination of documentation, discussion with staff and observation of children in their play the provider is unable to demonstrate that prompt and effective action has been taken to address all the points for improvement.

Children have some familiarity with the boundaries in place and recognition of what acceptable behaviour is, however some of the more dominant children can be disruptive which causes frustration to others and impacts on their learning such as observed during a construction activity and another activity involving children learning about how to take pictures using a camera. Staff are quick to intervene using appropriate strategies such as talking to them about their behaviour, emphasising the importance of sharing and taking turns, sometimes moving children away from the situation as a distraction. Children are also spoken to about keeping themselves and others safe such as the dangers of throwing objects and climbing over furniture as was observed at the visit. Staff praise children's efforts for individual pieces of work and when completing simple tasks such as tidying up, placing wipes in bin which helps raise their self-esteem and motivation to learn. More input is, however needed in ensuring that all staff work consistently in line with the setting's behaviour management policy as some are less secure in their knowledge of this. The named practitioner for behaviour management should review the effectiveness of staff practice to ensure they have the necessary skills and support to tackle any persistent negative behaviour.

The designated person for safeguarding is familiar with the procedures to follow should any concerns come to light about any children that attend the setting or in the event of any allegation being made against a member of staff. Relevant safeguarding training has been attended by the designated person and the setting's child protection policy has been updated to include contact details for the Local Safeguarding Children Board. The recently appointed nominated person acting on behalf of the committee is less secure in his knowledge and understanding of safeguarding procedures and training in this area would be of benefit.

Staff are aware of the need to ensure that the less experienced or volunteers are not left alone with children. Staff were observed to be suitably deployed throughout the monitoring visit, for example during focused activity and at lunch time. Children were accompanied to the toilet by the manager thus ensuring the required staffing ratios are maintained at all times. Staff and volunteers present gave appropriate attention and supervision to individual children and as a group helping them feel safe and

secure at the setting.

The setting have made some progress in establishing a more effective key worker system to support the need for continuity and stronger links with parents to aid children's learning. There are cover arrangements in place that involves managers assuming the role as key worker in the absence of the early year's practitioner nominated as the key worker for individual children, however inconsistencies in practice were found. Key workers have a sufficient grasp of their responsibilities, for example planning focussed activities tailored to the child's needs as observed during the visit. They recognise the need for making observations of children's progress and using tracking sheets to evaluate what stage in their development they are at across all areas of learning. This information is used to inform future planning and next steps in learning however the system lacks effectiveness in that there are some deficiencies in recording, for example, information contained in children's learning journey folders are not up to date and lack the necessary detail, for example in reviewing a sample of children's folders the last recorded observation for one child who commenced the setting in September 2013 was dated October 2013. Although reference is made to next steps in learning the information is vague and doesn't show what input will be provided or any indication if this next step was achieved. In other instances there were more up to date assessments and tracking of children's progress with linkages to the different areas of learning, however further work is needed in ensuring a consistent approach by staff in specifying next steps for all children and for the key worker system to be fully embedded in practice. Whilst there are links with parents that involves the two way sharing of information regarding individual needs and progress with access to children's folders there is the capacity to build on this further to support children's learning as they make the transition to school particularly around how parents will support what children have learnt at the setting in their home environment.

Since the last inspection the setting has made a referral to outside agencies in partnership with parents that have led to specialist input to support children with special needs. Whilst there is a plan in place that targets specific learning and next steps no date is recorded and there is little information to show how staff will support the child's learning in areas such as mathematics and expressive arts as these are not broken down sufficiently into the types of activities that will be provided as part of the sessions.

Having considered all the evidence, the inspector is of the opinion that the setting has not taken prompt and effective action to address the points for improvement.

Next steps

The next step will be further monitoring.

If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson
National Director, Early Education

Actions

Action	Due date	Closed date
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	08/04/2014	03/04/2014
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	08/04/2014	03/04/2014
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	08/04/2014	03/04/2014
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	08/04/2014	
ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).	08/04/2014	03/04/2014
ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)	08/04/2014	03/04/2014
implement effective early intervention procedures to support children with special educational needs and/or disabilities, through discussion with parents and referrals to relevant outside	08/04/2014	03/04/2014

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agencies for appropriate support to meet children's individual needs.