

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Telephone: 0300 123 1231
Fax: 0300 123 3159
Minicom: 0161 618 8524
Email: enquiries@ofsted.gov.uk
Web: www.ofsted.gov.uk



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 06/06/2014 following your inspection where the provision was judged to be inadequate.

Outcome of monitoring

As a result of our inspection on 14/02/2014, 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 first monitoring visit on 3 April 2014, the inspector found through observation of practice, discussions with staff, the manager and scrutiny of records some action had been taken to meet the requirements for the areas identified as requiring improvement.

A second monitoring visit was carried out on 6 June 2014 by the same inspector who found that good attempts are made by members of the staff team in planning a varied weekly programme of activities however the objectives are at times too narrow and it is difficult to see how the opportunities available are planned based on the interests of all children and individual abilities.

Whilst there is a combined programme that involves free play and structured activity it is not always conducive to effective learning across all areas and at times staff don't challenge children enough and miss the opportunity to bring in other areas of learning during children's play. During a focussed outdoor activity for example that involved children balancing along beams, catching and throwing balls they enjoyed the physical activity, working cooperatively together and learning to coordinate their bodies and move in different ways however they were not encouraged enough to count and talk about the shapes they see or positions when playing with items such as the cylinder shaped container that involved children spontaneously rolling it up and down the slope. The inspector found that the presence of wheelie toys throughout the session particularly indoor creates a lot of noise when used by children which can be distracting to other children who choose to play quietly leading to a loss of concentration and an element of frustration.

Overall children were happy and settled and familiar with the routines. Staff were sufficiently deployed to meet the varying needs and abilities of the children present. Children's behaviour was found to be managed appropriately by staff who used tactful explanation and distraction techniques when faced with difficult challenges. Children overall respected the boundaries in place including lining up before proceeding to go outdoor for physical activity, washing hands at snack time, sitting attentively during circle time.

Upon reviewing a random selection of children's individual folders the inspector found some further inconsistencies in terms of the tracking of children's progress, for example agreed weekly observations for each child are not completed, next steps in learning are not always specified and there is a lack of information available that identifies children's starting points on entry to the setting. Due to these

Our Reference EY265718

inconsistencies and potential inaccuracies in recording children's development children progress is not always tracked effectively. The inspector highlighted to management that further work is needed to ensure a better oversight and understanding of where children are at in their learning and a more consistent approach in tracking their individual progress. As a result of this shortfall the action raised at the last inspection under learning and development has been raised again.

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 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	