

Beulah Pre-School

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

Inspection date	12/09/2014
Previous inspection date	14/02/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff make observations and assessments of children and they provide activities that children enjoy, which supports their learning. Consequently, children make steady progress in their learning and development.
- Partnerships with parents are effective and staff share information with parents about children's individual needs. Gradual admission visits help children to settle, supporting their well-being.
- Safeguarding procedures are sound. As a result, staff know how to respond should they be concerned about the welfare of a child in their care. Effective risk assessments are implemented, which ensures that the environment is safe for children to explore during their play.

It is not yet good because

- Individual next steps for children's learning are not consistently implemented through effective planning. Consequently, children's learning is not fully extended to help them make the best progress.
- Opportunities for staff supervision are not embedded in management practices, and neither are the procedures to monitor the effectiveness of the quality of teaching. This results in inconsistencies in practice which are not swiftly addressed.
- Children's independence and self-care skills are not promoted to the maximum potential during mealtimes.

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 activities in the pre-school and the outdoor area.
- The inspector spoke to staff and gained the views of parents.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector looked at children's assessment records and the pre-school's planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's improvement plan.

Inspector

Layla Clarke

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. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. There are six members of voluntary staff. Of these, two hold appropriate early years qualifications at level 3, three hold level 2 and one holds level 1. 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 14 children on roll 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

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

- implement effective planning that incorporates children's individual next steps in learning, to ensure challenge for each child across all areas of learning and development
- implement appropriate supervision and performance monitoring to identify the quality of teaching and highlight individual training needs, in order to secure opportunities for continued professional development for staff.

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

- enhance children's independence and self-care skills during mealtimes, for example, by supporting children to set the tables and self-serve their snacks and drinks.

Inspection judgements

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

Staff gather information from parents about children's interests during gradual admission into the pre-school. They use this to provide initial activities that children will enjoy. Staff undertake regular observations of children during their play, which are used to inform assessments of their learning. Individual next steps for children's development are identified. However, these are not used effectively in the daily activities, which means that children do not make the best possible progress in their learning. Consequently, activities are generic and do not exhibit sufficient differentiation to provide challenge in all children's learning. Staff track children's development and use the required progress check for those

children aged between two and three years. Parents contribute to the assessment and are encouraged to share observations of children's home learning. These observations provide information for staff to consider when planning activities. Staff talk to parents on a daily basis about the activities that their children have taken part in, to support individual learning. The manager monitors children's development and understands the importance of early intervention. As a result, additional support is gained when required.

Children make progress in their learning and are supported by staff who know them well. For example, staff ask children questions about shapes and colours, as they spin around using the hoops outdoors. This enhances their mathematical understanding and their concentration and listening skills. Staff talk to children during activities and introduce new words to them as they play together in the role-play doctors surgery, which enhances their vocabulary. Staff use sign language when communicating with children, in addition to verbal communication. As a result, all children are able to communicate in their preferred way. Children are becoming active learners as they make independent choices about their play. For example, children empty the contents out of large containers and climb inside while playing hide and seek, as staff encourage them to find a good hiding place.

Children have regular opportunities to sing songs and play musical instruments through the daily story and singing sessions, as staff encourage them to copy the actions to familiar nursery rhymes. Children are gaining an understanding of living things as staff discuss insects and bugs, encouraging children to listen as they explain how 'the fly is food for the spider'. This activity engages children's interests and develops social skills, as children sit together and play with their peers. Children's early writing skills are promoted as staff provide children with paints and brushes to make marks onto large sheets of paper. This is extended when staff provide them with further opportunities. For example, staff provide clipboards and pens to allow older children to make lists. As a result, children are provided with activities to enhance their learning. While playing in the home corner, staff provide dough to allow children to make pretend food. This provides opportunities for children to enhance their imaginative play. By the time the children leave the pre-school, they are equipped with some of the skills they need for their future learning and school.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery as staff take account of information about individual children's care needs obtained from parents. A key-person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Children explore, play and learn in a safe and secure environment, both indoors and outdoors. The pre-school is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Children have access to the outside throughout the session. This supports their ability to make choices and guide their own learning. A range of equipment to support all areas of learning is readily accessible for children to self-select, which promotes their independence.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play and are able to climb and balance using the large apparatus inside and outdoors. Staff provide nutritious snacks and meals, which include fruit and vegetables, and children's individual dietary requirements are met. However, at snack times, some opportunities to promote self-help skills and independence are missed, because children are not encouraged or supported with learning how to help with setting the table or with serving drinks or their lunch. All children are learning about the need for good hygiene practices as they routinely clean their hands with wipes before touching food and wash hands after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care.

Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good, as the staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving outdoors. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

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

Staff demonstrate a clear understanding of child protection procedures. As a result, they understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Effective risk assessments minimise potential hazards and ensure that the environment is safe for children. Staff deployment and safety equipment, such as a secure buzzer entrance, support children's welfare. There are relevant systems in place for recruitment and selection, and the manager ensures that the staff are suitable to work with children. For example, suitability checks are in place. Policies and procedures are reviewed and are shared with staff and parents.

The manager has a secure knowledge of how children learn. She understands observation and assessment and has implemented a system to track children's progress. However, monitoring of the pre-school practice is not yet effective. Consequently, next steps for children's development do not consistently translate into practice through effective planning. As a result, some activities lack appropriate challenge to ensure that children are making good progress in all areas of learning. Supervision between the manager and staff has been completed. However, they are not used effectively to consistently evaluate the effectiveness of teaching or extend staff's performance, which impacts on the quality of teaching and learning for children.

Since the last inspection by Ofsted, where the nursery received a number of actions to improve, the nursery has had three monitoring visits to assess their progress in addressing the actions. The management team has made changes to their practice. These have had a positive impact on the education and care of all children. They work closely with the local

authority adviser to improve what is offered and are proactive in meeting any actions set. For example, staff now record children's hours of attendance to further contribute to their safety. Staff record when they administer medication, in order to ensure the good health of children is promoted.

The manager has an awareness of the strengths of the pre-school and has identified areas for further improvement. She uses the feedback gained from staff and parents to improve the service they provide. The manager understands the need for early intervention and how to make referrals for additional support to meet all children's needs. Partnerships with parents are sound. Parents feel well supported by the staff team. Information is shared effectively, through daily discussion, termly newsletters and assessment records. Consequently, parents feel very involved in their children's care and learning. Parents comment that they are extremely happy and that pre-school is 'fantastic'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY265718
Local authority	Oldham
Inspection number	965788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	14
Name of provider	Beulah Pre-School Committee
Date of previous inspection	14/02/2014
Telephone number	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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