

Beulah Pre-School

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



Inspection date	14 October 2015
Previous inspection date	12 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team evaluates all aspects of practice, with clear plans in place to continue the improvements made since the last inspection. They have worked tirelessly with the local authority advisory team to embed positive change. The views of staff, parents and children are valued and this helps to improve outcomes for children.
- Staff have developed positive strategies to engage parents in their children's learning. Staff provide regular updates about the progress children make and what they need to learn next. This helps families to support children's learning at home and they make good progress.
- Children have good opportunities to develop their physical skills both indoors and outdoors. They negotiate space, use tools for a range of purposes and develop knowledge of how to keep themselves safe as they use the climbing equipment.
- Staff have developed effective partnerships with external agencies to support disabled children and children with special educational needs. This helps to provide a consistent approach for children to have their care and learning needs met.

It is not yet outstanding because:

- Systems for gathering children's starting points upon entry do not always effectively capture children's current learning at home, to help staff to maximise children's early progress.
- Staff do not always provide enough equipment during adult-led activities to fully engage children and extend their learning.

What the setting needs to do to improve further

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

- review the planning and preparation of adult-led activities to ensure staff provide enough equipment and resources, to further help promote and enhance children's learning
- enhance the current process for gathering children's starting points from parents upon entry, so that children's early progress is maximised.

Inspection activities

- The inspector held discussions with the manager and nominated person and discussed the setting's self-evaluation and improvement plans.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at a selection of policies and procedures.
- The inspector took account of the views of the parents spoken to on the day of the inspection.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management is good

The manager has a secure understanding of the statutory requirements. The arrangements for safeguarding are effective. Staff implement effective risk assessments of the premises to help promote children's welfare and safety. Recruitment procedures are effective and all staff undergo appropriate suitability checks. Through regular, structured supervision meetings and observations of staff teaching, managers and staff identify suitable training, to further enhance staff knowledge, skills and understanding. Tracking and monitoring of individual children's progress is used well so that any gaps in learning are quickly identified and swift intervention and help are obtained.

Quality of teaching, learning and assessment is good

The well-qualified staff team provides an interesting and attractive play environment where children's learning is promoted across all areas of learning and development. Staff are consistently engaged with children and they use their knowledge of children's levels of achievement well to plan challenging activities. However, children are not always fully engaged in some activities because staff do not provide enough resources. This affects their ability to learn new skills, such as using hand-held tools. Children enjoy exploring in the newly revamped role-play area. They play imaginatively and build stories based around their own first-hand experiences. Children develop good communication and language skills because staff talk to them on their level and repeat back what they say. Staff use their knowledge from recent training to teach non-verbal communication methods to children with communication and language needs. This helps to create a fully inclusive environment, where all children's communication needs are met.

Personal development, behaviour and welfare are good

Children thrive on the warm and caring relationships they have developed with staff. Staff give children a warm welcome each morning and during group times they show interest in the experiences children have had at home. This helps children to develop good listening and attention skills and promotes their confidence and self-esteem. Staff help children to respond to the needs of others and children show understanding of the rules and boundaries. Children's good health is promoted. They practice good handwashing routines and eat a range of healthy and nutritious snacks. Children develop good levels of independence. They confidently select their activities and they are competent at managing their own personal needs relative to their stage of development.

Outcomes for children are good

All children, including disabled children and children with special educational needs make good progress from their starting points. They demonstrate they are developing the necessary skills to support them in their future learning. Children who attend nursery school benefit from the secure partnerships between staff and teachers and this helps their learning needs to be consistently met.

Setting details

Unique reference number	EY265718
Local authority	Oldham
Inspection number	1029631
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	16
Name of provider	Beulah Pre-School Committee
Date of previous inspection	12 September 2014
Telephone number	0161 681 6152

Beulah Pre-School re-registered in 2003. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. The setting opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm Monday and Tuesday and from 9.15am until 2.15pm on Wednesday, Thursday and Friday. The setting provides funded early education for two-, three- and four-year-old children and supports a number of disabled children and children with special educational needs.

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