

Beal Vale Pre-School Nursery

Beal Vale Primary School, Salts Street, Shaw, OLDHAM, OL2 7SY



Inspection date	1 March 2016
Previous inspection date	19 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff have a thorough understanding of the Early Years Foundation Stage. The quality of teaching and learning is good. All children make good progress from their individual starting points.
- Children have formed positive attachments to staff. There is an effective key-person system in place and staff know children's individual needs extremely well. Children's behaviour is good and staff have high expectations for children.
- Partnerships with other professionals are in place, that support children's individual care and learning needs. Disabled children and those with special educational needs are supported well by experienced and knowledgeable staff.
- Leadership and management are strong. The staff work extremely well as a team and constantly share information to the benefit of children. The management team evaluates the service provided in order to make ongoing improvements and raise quality further.

It is not yet outstanding because:

- Sometimes, children are not provided with sufficient opportunities to explore different mathematical concepts.
- Information gained from parents on entry is mainly based on care needs and does not consistently gather detailed information about children's starting points, in order to better inform assessment.

What the setting needs to do to improve further

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

- help staff to develop their mathematical understanding, to better promote children's development during activities
- develop ways to consistently gain information from parents on entry about children's individual developmental stage.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of teaching with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation, action plans, policies and procedures and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the authorities to contact, and liaise with, if they have concerns about a child's welfare. The experienced staff team attends regular training events, which are targeted to meet the needs of children in their care. The manager completes regular supervisions, appraisals and observations of staff as they work to identify ways in which the quality of teaching can be raised further. All the recommendations from the previous inspection have been addressed. For example, resources have been developed to stimulate children's interests in books. Multiple audits and action plans have been developed to help improve outcomes for children even further. The manager monitors children's development through assessing the needs of different groups. Any funding that is received is targeted directly to address the needs of children. Staff work with a range of professionals, contributing to children being well prepared for the next stage in their learning.

Quality of teaching, learning and assessment is good

Staff observe children as they play to ascertain their developmental stage. They skilfully chart the progress of children of all ages and abilities. This allows staff to pinpoint where a child may need extra support in their learning and development. Staff plan activities that support children's next steps in learning and ignite their natural curiosities. Staff support children's communication and language well. Some of the strategies they use include using keywords with children to help understanding, asking questions as they play alongside children and teaching children how to use sign language. Children are active learners. They independently seek out resources to follow their own interests during play. Partnerships with parents are in place and home learning is promoted. Strategies to extend children's learning at home include a take-home teddy bear and a lending library.

Personal development, behaviour and welfare are good

Staff have created a warm and friendly environment. Children and parents are warmly welcomed into the setting. Staff speak with parents on a daily basis about the activities children have enjoyed. Children confidently enter and are quick to settle and engage in play. They often seek out staff to join in with their play. Positive behaviour is promoted in different ways. Staff show children how to take care of resources and offer consistent praise to children. Children have the opportunity to learn about the local community and the wider world. Children's physical well-being is promoted through daily outdoor play and healthy menus. Good partnerships are in place with local schools. Meaningful information is shared with teachers about children's individual needs, which helps to support children as they move to school.

Outcomes for children are good

Children are progressing well in their learning from their starting points. Children, including those who are in receipt of funding, disabled children and those with special educational needs, are acquiring the key skills they will need for their eventual move to school.

Setting details

Unique reference number	EY395429
Local authority	Oldham
Inspection number	859704
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	61
Name of provider	Network Nurseries Limited
Date of previous inspection	19 January 2010
Telephone number	07799253485

Beal Vale Pre-School Nursery was registered in 2009. The pre-school is independently owned and operated by Network Nurseries Limited within Beal Vale Primary School, in Shaw near Oldham. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from 9am to 3.30pm, Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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