

# Beulah Pre-School

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



<b>Inspection date</b>	18 January 2019
Previous inspection date	14 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 make good use of information from observations to accurately assess children's learning. They plan challenging activities that capture children's interest and help to motivate them to learn. Children make good progress.
- The environment is stimulating and well organised. Children enjoy a wide range of resources, toys and equipment that help to promote all areas of learning. Staff provide children with a good balance of adult-led and child-initiated activities. Children make independent choices about what they want to do and confidently explore the environment.
- Children develop very close relationships with staff and strong friendships with each other. They seek out their key person for reassurance when they feel a little unsettled. Children are happy in the pre-school and demonstrate good levels of emotional security. This has a positive impact on their well-being.
- Partnerships with parents, other early years providers and external professionals are strong. This successfully helps to promote consistency and continuity of care and learning, and children are well supported as they transfer to other settings, including school.
- The arrangements for monitoring staff practice are still developing. Supervision meetings are not used highly effectively to clearly identify the individual training needs of staff, to help to enhance their already good teaching skills.
- Self-evaluation is not sharply focused on targeting priorities for improvement to help to raise the quality of the pre-school to an outstanding level.

## What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring staff practice to clearly identify training needs and enhance the already good quality of teaching even further.
- enhance the process of self-evaluation so that it is sharply focused on identifying areas for future development to help to raise the quality of the pre-school to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation of a planned adult-led activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of staff working in the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the referral procedures to follow should they have concerns about the health or welfare of a child. Effective deployment of staff ensures that children are well supervised at all times. The manager checks observations of children's play and assessments closely to make sure they are accurate. This helps to ensure that parents and other professionals have a clear picture of what children know and can do. In addition, it helps to swiftly identify any gaps in children's learning and seek external intervention, if necessary.

### Quality of teaching, learning and assessment is good

Experienced and well-qualified staff are full of fun and enthusiasm and this is mirrored by children, as they play and learn together. Children squeal with laughter and excitement when they explore the texture and smell of shaving foam. This helps children to learn using their senses and promotes their natural sense of curiosity. Staff make good use of the activity to help to promote several areas of learning. Children make marks in the shaving foam with lollipop sticks and their hands and fingers. This helps them to develop good literacy skills and small-muscle control. Staff introduce new words, such as 'swirl', 'squeeze' and 'marshmallow', to extend children's vocabulary. Staff value what children do and this helps to promote their self-esteem and confidence. Children are eager to display their work on the walls and they take pride in their achievements. They demonstrate high levels of engagement in activities. Children stay at activities for long periods of time and persevere with tasks. For example, when they have difficulty cutting out shapes in the dough, they keep on trying until they eventually succeed.

### Personal development, behaviour and welfare are good

Children thrive and thoroughly enjoy their time in this good-quality pre-school. Staff are very good role models and play alongside children to teach them how to share and take turns. Younger children learn to behave appropriately from the good example set by older children. This helps children to develop a secure understanding of acceptable behaviour. Children behave well. Staff are extremely caring and attentive. They respond to children's care needs quickly to help to ensure that they remain comfortable and content. This has a positive impact on their well-being. Children are encouraged to do things for themselves, whenever possible. They manage their own self-care needs at lunchtime and when using the bathroom. This helps to promote their good self-care skills and independence.

### Outcomes for children are good

Children make good progress. They develop a secure understanding of rules that help to keep them safe. For example, children know that they need to pick toys up off the floor so that they do not trip over them. Children learn about the importance of healthy eating and the effect physical exercise has on their bodies. They demonstrate high levels of large-muscle control and coordination. For example, they climb apparatus competently and do forward rolls on the gym mats. Children gain a wide range of skills, abilities and attitudes that help to prepare them well, in readiness for school.

## Setting details

<b>Unique reference number</b>	EY265718
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065379
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Beulah Pre-School Committee
<b>Registered person unique reference number</b>	RP521533
<b>Date of previous inspection</b>	14 October 2015
<b>Telephone number</b>	0161 681 6152

Beulah Pre-school re-registered in 2003 and is managed by a committee. It employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds a qualification at level 3 and two hold a qualification at level 2. The pre-school opens on Monday and Tuesday from 9.15am to 12.15pm and on Wednesday, Thursday and Friday from 9.15am to 2.15pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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