

# Beal Vale Pre-School Nursery

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



<b>Inspection date</b>	6 June 2019
Previous inspection date	1 March 2016

<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

- The whole staff team use self-evaluation to successfully identify areas to enhance further. They focus their action plans specifically on helping to improve outcomes for children. For example, there is a strong focus on developing children's mathematical skills, such as through providing interesting resources and staff training.
- The pre-school environment is exceptionally well planned and stimulating. Children access a range of exciting opportunities that cover the seven areas of learning and captivates their curiosity. For example, in every area, there are resources available for children to practise and develop their finger muscles, such as pencils, paper and dough. This helps to prepare children for early writing.
- Staff are sensitive and caring towards children. They recognise when children require extra support and promptly attend to their needs with genuine care and concern. Children arrive with enthusiasm. They settle quickly and are confident and self-assured.
- The experienced manager monitors staff performance well overall, and she provides them with good levels of support. Staff benefit from regular supervisory sessions and focused feedback on their practice. They have opportunities to observe each other's good practice and share their expertise. This has a positive impact on staff practice and helps to ensure that the quality is consistently good.
- Staff provide parents with some resources to take home, such as a weekly story book. However, there is less targeted support for parents to help to extend children's learning based on their current learning needs.
- Staff do not fully consider the needs of all two-year-old children when organising some large-group sessions. Younger children occasionally become restless and begin to lose interest.

## What the setting needs to do to improve further

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

- enhance the opportunities available for parents to help them to continue to extend children's learning at home further
- consider the organisation of all large-group sessions and help two-year-old children to benefit from the good learning opportunities that take place.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed planned activities and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held meetings with the company's deputy regional manager and nursery manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and took account of their views.

**Inspector**  
Savine Holgate

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager is confident in her understanding of child protection policies and procedures. She ensures that the staff team share her good knowledge, such as through accessing regular training and updates during monthly staff meetings. This helps staff to identify and act upon concerns promptly, if necessary. The manager monitors children's progress closely. For example, she completes audits and moderates staff's good assessments of children's learning to ensure that they are consistently accurate. The manager makes good use of additional funding to target areas where children require support. For instance, she has spent recent funding on helping to develop the outdoor area. This was an area that she recognised children preferred to play and learn. Any gaps in children's learning are closing and this indicates a success.

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

The well-qualified staff follow children's interests and provide activities that they enjoy, overall. For example, children excite in creating their own alien using a range of resources. They work with staff to recall parts of a familiar story and share and discuss their unique plans. This helps to ignite children's imaginations and provides them with opportunities to extend their good communication and language skills further. Children enjoy building outside using construction resources, such as large foam bricks. They work together to stack and balance the bricks and confidently predict that can build the tower taller than the staff. Staff introduce language, such as 'higher' and 'taller', and they help children to count the bricks they have stacked. This helps to promote children's good mathematical learning even further.

### Personal development, behaviour and welfare are good

Children's behaviour is positive and they play together well. For instance, older children show kindness towards younger children, such as finding their water bottles for them. Staff treat children with respect and ensure that their views are sought and valued. For instance, they consult children when choosing new toys and resources for the setting. Staff work closely with parents to ensure that children bring healthy packed lunches. Children understand the reasons why they engage in positive hygiene routines, such as washing their hands before lunch. This contributes to children's good physical well-being. Children gain a good understanding of similarities and differences between themselves and others. For example, they explore a range of cultural festivals, such as Eid, through craft activities and food tasting.

### Outcomes for children are good

Children from all groups make good progress from their individual starting points. For instance, children who speak English as an additional language are confident communicators. Three- and four-year-old children demonstrate the skills that help to prepare them for school. For instance, they engage well in large-group sessions, confidently standing in front of their peers as they sing and dance.

## Setting details

<b>Unique reference number</b>	EY395429
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065412
<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>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Network Nurseries Limited
<b>Registered person unique reference number</b>	RP906985
<b>Date of previous inspection</b>	1 March 2016
<b>Telephone number</b>	07799253485

Beal Vale Pre-School Nursery 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 five 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.

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