

Bitterne Manor Pre-School

Inspection report for early years provision

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| Unique Reference Number | EY265650 |
| Inspection date | 06 November 2007 |
| Inspector | Judith Reed |
| Setting Address | Quayside Road, Southampton, Hampshire, SO18 1DP |
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| E-mail | |
| Registered person | The Trustees of Bitterne Manor Pre-School |
| Type of inspection | Integrated |
| Type of care | Sessional care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bitterne Manor Pre-school opened in 1980 and moved to the new premises in 2003. The group is a committee run group. It operates from a room in Bitterne Manor Primary School, in the Bitterne Manor area of Southampton and serves the local area.

There are currently 26 children from three years to under five years on roll. This includes 25 children in receipt of funding for nursery education. Children attend for a variety of sessions. The setting is able to support children with disabilities and learning difficulties, and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 daily, and occasionally from 12:30 until 15:00.

There are four members of staff working with the children. Of these, three members of staff have appropriate early years qualifications and one staff member is currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are offered a healthy and nutritious choice of snacks during the session. Children sit together, around tables, in sociable groups and staff talk to the children while they eat. They discuss healthy eating. A large plate of assorted fruits, cheese, raisins and cucumber pieces, as well as some bread sticks, are passed around the table and children have one piece at a time. Children pour their own drinks of milk or water. Staff are aware of children's dietary requirements.

Children relish the opportunity for physical play. They use the small outside play area for free flow activities during most of the session, and regularly use either the school hall or the spacious play ground for physical play activities. Children kick balls around the area and chase them enthusiastically. They co-operate and play catch with a member of staff. Children twirl ribbons on sticks and make patterns in the air and on the ground. They skilfully roll hoops across the play ground and chase them to catch them. Children inventively use hoops to drag balls across the play ground. They balance on wooden play equipment and carefully walk across the stepping stones. Children play with students who are on work experience placements. They play hide and seek games and develop imaginative games on the play equipment.

Children are encouraged to be independent when using the toilet facilities. Staff ensure children wash their hands thoroughly after using the toilet and before having their snack. Children also learn independence when using tissues from the box and disposing of them in the waste bin. Staff are first aid trained and have written permission for emergency medical advice or treatment for each child. Accidents are carefully recorded in a receipt book and parents sign them before they are given the top copy. Medication administered is recorded, however, permission from parents is not stored with the records and children are not always fully safeguarded.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are secure and safe when they are at pre-school as the staff are vigilant regarding keeping doors and gates locked. Visitors use the main school entrance and knock the pre-school door for entry. Children have use of a well equipped pre-school classroom within Bitterne Manor Primary school. They have easy access to low level toilets and wash hand basins within the playroom environment. Children observe a number of posters and pictures around the room, including posters of numbers and letters and welcome posters showing languages from around the world. Children take part in creative work to decorate large notice boards with pictures linked to the themes. The small outside play area is available for free flow play during most of the session. Children also have use of the spacious school playground. Staff are particularly careful regarding the health and hygiene of the outside play area. Risk assessments are completed annually and visual risk assessments check lists are completed every day. Children take part in regular fire evacuation drills, however, these are not evaluated to improve procedures.

Children's independence is encouraged as they help themselves to toys and equipment from storage. They help themselves to the garage and cars, setting them up on the carpet. Children also access a range of jigsaw puzzles, carefully taking them to a table to complete. Staff set up the playroom according to the weekly planning sheets. Staff state that toys are cleaned

when necessary, although some equipment is currently in need of washing and children are therefore not fully protected from germs and infection.

Children are safeguarded by a knowledgeable staff team. Staff are aware of child protection procedures and a poster is displayed for all to see. All concerns would be reported to the manager and lead practitioner. All staff are very aware of their professional duty to safeguard children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy and settled in the pre school. They enter with their parents and hang up their coats in the corner. Children eagerly find their name cards to place in a box to self register. Children are very familiar with the routine of the setting. They sit on the carpet for a short registration session when they answer to their names. Staff make a brief explanation of the activities on the tables. Children immediately move off to choose their own activities. Children are building friendships and relationships with one another. They link up with their friends to do paintings or play with the garage and cars. Staff are very aware of the needs of the children and encourage parents of new children to stay for all, or part, of the session to help their children settle. New children settle very quickly. Staff take extra care to explain the routine of the session to enable them to join in at all times.

Nursery Education.

The quality of teaching and learning is outstanding. Children are making excellent progress and their development is encouraged at all times. Staff are fully aware of the abilities of the children attending the pre-school and have begun to prepare individual education plans for each child. All staff are involved in planning and ensure the developmental needs of their key worker children are addressed. The whole staff team have thorough knowledge of the Foundation Stage curriculum. Plans are evaluated and show how children complete activities through useful photographic evidence. All staff make careful incidental notes of observations of the children throughout the session to add into their records of achievement. Individual records of achievement are kept up to date by the key workers and evidence includes the incidental observations as well as annotated photographs. Staff help children develop to their full potential through effective questioning during both individual and group activities. For example, during a discussion about the season of Autumn children are invited to think of descriptive words. They suggest words such as crunchy and squidgy, as well as colours of yellow and brown. Staff write the words for children to see and understand their contribution is valued.

Children communicate very well. They listen carefully when the register is called and answer clearly to their names. Children listen and respond with enjoyment to stories and songs. They actively join in repeated sections of stories such as the 'twit twoo' noises of owls. They are encouraged to think about words during group times. Children are able to recognise their names and find their places at snack time by reading their name cards. All children are invited to write their names on their work. They begin to write their names on their work and know their marks have meaning. Some children practice writing for pleasure. Note taking materials are available in the home corner, near the telephone, as well as on the investigation table.

Children's knowledge and understanding of maths and numbers is very strong. Staff use every incidental opportunity to encourage children to count or recognise shapes. For example, staff ask children to count how many are seated at each snack table, to find out how many plates

and cups are required. Children also press a dice into the play dough and see that the little bumps are noticeable in the dough. Staff ask children to count the raised bumps. Children choose to use a jar of pebbles and stones. Staff support children to sort the stones and place them in numbered groups. Other children join in a game with the dice and pebbles. They take turns to spot the numbers on the dice. Children place numbers around a clock face and place the hands on the correct time.

Children take part in many creative activities throughout the session. They enthusiastically take part in painting activities and particularly enjoy mixing paints on the easel to make effective pictures of fireworks. They also notice that they are making the banging sound with the paint brushes. Children use sponges and dried leaves to make pictures for Autumn. They name the colours and mix them together to create their pictures. Children also use colouring crayons, scissors and sticky paper to make Rangoli patterns and pictures linked to the festival of Diwali. Children are keen to join in singing action songs. They eagerly suggest different songs to sing including 'Incy wincy spider', 'Twinkle, twinkle little star' and 'Baa, baa black sheep'. They also make up their own imaginative games in the home corner, using the props to make a picnic and a large box as a car.

Children have an extensive knowledge and understanding of the world due to the many experiences offered in the pre-school. They use magnifying glasses and binoculars to look closely at leaves, conkers and seed cases on the interest table. Children help themselves to other items to look at from the storage boxes and observe some shells. They observe that the inside of the shells are smooth while the outside is rough, and that you can hear the sea if you listen hard. Children join in a scavenger hunt around the school grounds and use the items collected in their art work. They observe snails in a tank as part of a mini beasts project as well as collecting creatures in trays from the garden. Children are skilled at using the computer and know how to load games and operate the mouse.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals. Staff get to know children and their families well. Children take part in activities linked to various festivals, including making clay Diya lamps and colouring patterns for Diwali. Children use equipment which reflects diversity and have a choice of dressing up clothes from other cultures as well as puzzles and books showing people from around the world. Spiritual, moral, social and cultural development is fostered.

All children are valued and staff know and understand their individual needs well. They work closely with parents, therapists and advisors from the local authority to ensure all the children's individual needs are met. Staff are trained in the role of the special needs co-ordinator and are able to support children with disabilities and learning difficulties as well as those with English as an additional language. They use additional equipment and photographs to help children understand routines.

Children behave well and understand the routine of the pre-school. They are encouraged to help tidy away equipment before snack time and at the end of the session. Children help to keep the room safe and tidy. They are praised and encouraged throughout their activities. Staff are good role models and good manners are encouraged. They talk calmly to children who become upset and help sort out the situation. Staff keep written records of behaviour management incidents and share them with parents. They discuss strategies and work together.

Partnership with parents and carers is good. Parents are enthusiastic and pleased with the pre-school provision. They are fully informed about the curriculum and the records of achievement. Parents know who their child's key worker is and that they may view the record of achievement at any time. They often chat informally with key workers and meet twice a year to discuss progress. Parents form the management committee, take part in questionnaires and fundraising activities. They are kept informed about topics and themes through the regular Parent Page. Parents are given copies of the prospectus and some policies when their children start. A full booklet of policies is available at all times. This includes a complaints procedure.

Organisation

The organisation is good.

Leadership and management is good. The staff team work well together and support one another. Ongoing training is valued and staff are encouraged to access training through the local authority. Staff move around the setting as they are required. They are fully involved with the children throughout the session. Staff are very good role models for work placement students within the setting. Regular staff meetings are held and the whole team are involved in planning. All staff are key workers and keep records of achievement up to date. They make incidental observations of children's development to include in the records. Staff have good knowledge and understanding of the Foundation Stage curriculum. An overall evaluation of the setting is completed to monitor the quality of care and education. There is no appraisal system in place and staff are not formally observed to help develop their practice.

The pre-school is well organised and staff ensure children are marked in and out on the register. The register shows children all arrive together and leave at the same time, unless otherwise stated. Staff and visitors are also marked in and out of the premises. Children are motivated and involved in activities during the session. They are comfortable with the routine of the setting and are aware of signals to start tidying up or the end of the session. The setting meets the needs of the range of children for whom it provides.

Documentation is stored confidentially as necessary. Children's records are stored in locked filing cabinets and are available throughout the session. A full range of policies and procedures are available for staff and parents or carers.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure all recorded accidents have been countersigned by the parents and to make available to parents a written statement that provides details of the procedure to be followed if they have a complaint, including how to complain to Ofsted.

Children are fully protected as staff ensure all accidents and incidents are signed by parents or carers. The complaints procedure includes full information regarding making a complaint direct to Ofsted including the contact address.

At the last education inspection the provider was asked to provide additional opportunities for children to develop skills using information technology, physical and creative play and to learn about their local environment and to review the structure and planning of session to ensure needs of all children are addressed.

All areas of the curriculum are covered in the current method of planning activities for children. Staff ensure all the individual needs of the children are addressed throughout the session.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop a regular toy cleaning programme to protect children from germs and cross infection
- evaluate fire evacuation practice to develop and improve the drill
- ensure medication permission and record of medications administered are available at all times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop a staff appraisal system to further improve practice

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk