

Bitterne Manor Pre-School

Inspection report for early years provision

Unique reference number	EY265650
Inspection date	12/01/2009
Inspector	Beryl Richmond
Setting address	Quayside Road, Southampton, Hampshire, SO18 1DP
Telephone number	07787 822260
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Bitterne Manor Pre-school opened in 1980 and moved to its current premises in 2003. A committee runs the group. It operates from a room in Bitterne Manor Primary School, in the Bitterne Manor area of Southampton and serves mainly the local area. There are currently 25 children from three years to under five years on roll. This includes 24 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 08:50 until 11:50 daily, and from 12:30 until 15:30 on Mondays and Thursdays. There are five members of staff working with the children. Of these, three have appropriate early years qualifications. One is currently working towards a recognised early years qualification and another has partly completed a course leading to an early years qualification. Bitterne Manor Pre-school is registered on the Early Years Register.

Overall effectiveness of the early years provision

Bitterne Manor Pre-School provides a satisfactory education for its children enabling them to make satisfactory progress in their learning and development. Arrangements to ensure children's welfare and safety are good and the staff provide good support that caters well for their emotional development. Satisfactory partnerships are established with parents and consequently children settle happily and are fully included in activities. Leadership and management are satisfactory. Staff are using self-evaluation and observation to identify strengths and areas for development but this process is not rigorous enough to ensure consistent and sustained improvement. The pre-school's track record of development since the last inspection and its capacity to continue improving are satisfactory.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve self-evaluation so that the staff are better able to monitor the impact of the pre-school on children's academic and personal development
- improve planning to meet the specific needs of every child, including their learning and development outdoors.

The leadership and management of the early years provision

Staff have addressed well the welfare points for improvement identified at the time of the last inspection. In order to protect children from germs and cross infection, there is now a regular toy cleaning programme. To ensure that children are as safe as possible, fire evacuation practice is now evaluated and procedures for the administration of medication are robust. However, the recommendation to develop

a staff appraisal system has not been put in place and this means that staff have not had the opportunity to formally review their performance. In order to safeguard children, all legally required policies and procedures are in place and risk assessments are carried out effectively. Children are supervised well. Thorough checks are made on the suitability of staff to work with the children. Accident books and medication details are well documented. The setting has begun to complete a self-evaluation form but it is focused on provision rather than the impact of the work of the pre-school on children's achievement and personal development. It is clear from staff meeting records that all staff are involved in the self-evaluation process although it is not always clear whether agreed actions are followed up with sufficient rigour. The setting is welcoming to all children and provides satisfactorily for the needs of children with learning difficulties and disabilities and those learning English as an additional language. Staff work satisfactorily with other agencies and settings to share good practice and to improve the setting's provision. Staff value parents' contributions, which lead to improvements that take account of the views of parents and carers. For example, the lunch club was set up as a result of parents' suggestions. 'Learning stories' have been introduced so that parents can become more fully involved in their children's development.

The quality and standards of the early years provision

Although children work and play in a crowded room, the environment is safe because adults follow well-established routines to ensure that safety is paramount. Children benefit from the use of the school hall twice a week for physical activities but their outdoor area is relatively small and has no cover. Planning does not show what children will learn through their outdoor play and, during the inspection, children did not spend enough time outdoors. Staff reinforce behaviour well that will help children to stay safe and healthy, like washing their hands after using the toilet and before eating food. There is a good focus on developing children's social skills, such as listening to others and taking turns. Relationships are good and staff interact well with children by questioning and encouraging them, particularly on a one-to-one basis. There are some missed opportunities to explore vocabulary thoroughly when working with the whole group. Children have good opportunities to develop language skills through role-play opportunities. Some are able to role-play well characters from stories they have enjoyed. They develop their knowledge and understanding of the world well when given opportunities to investigate. For example, some children could explain well for their ages what happens when salt is put on ice.

Children benefit from a satisfactory range of activities and make satisfactory progress in the main. 'Unique Child' records show that staff conscientiously carry out informal observations of activities to show children's progress but not enough account is taken of these assessments to ensure that planning meets the needs of each child and that learning builds systematically on what children already know and can do. Some steps have been taken to address this but revised planning is still being developed and is at an early stage.

Satisfactory opportunities are taken to develop counting skills with children using

their fingers for support but most children are at an early stage of learning these skills. There is relatively little work on display and this is not used well enough to support children's learning or to show that their efforts are valued. Children are encouraged to read instructions but the staff do not provide enough pictures or prompts to help them develop their early reading skills. Children have their own name cards so that they have good regular opportunities to recognise how their own name is spelt.

Children eat healthy snacks and relish opportunities to be physically active, for example, during a music and movement session in the hall. Children are generally helpful and cooperative, which contributes well to the smooth running of the pre-school community. For example, they help with putting resources away and getting ready for home time. They are developing well the personal skills they need in order to be able to learn effectively.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.