

# Bitterne Community Pre-School

Inspection report for early years provision

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**Unique reference number** 148865  
**Inspection date** 03/07/2009  
**Inspector** Judith Reed

**Setting address** Peartree Avenue, Southampton, Hampshire, SO19 7RB

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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 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 Community Pre School opened at its present site in May 2001. It operates from a purpose built classroom and adjacent outside play area, within the grounds of Bitterne Infant school, in Bitterne, Southampton. It is one of two groups in Bitterne run by the same voluntary committee. The group serve the local community and surrounding areas. The pre-school offers sessional care and opens five mornings and five afternoons a week, during school term time. Sessions run from 8:30 to 11:30 and 11:50 to 14.50.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 140 children from two to under five years on roll. The pre-school supports children with learning difficulties or disabilities and children who speak English as an additional language.

There are 12 members of staff working with the children, 11 of whom have appropriate early years qualifications. The pre-school provides funded early education for three and four-year-olds.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. All children are busy and well occupied throughout the session as staff provide a good balance of free play and group activities. Staff know all the children's individual needs and ensure they are fully met. A careful self-evaluation of the provision is made and areas for ongoing improvement are planned.

## **What steps need to be taken to improve provision further?**

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

- ensure continuity and coherence by sharing information with other providers and settings
- provide sufficient space for children to move around freely and enjoy well spread activities

## **The leadership and management of the early years provision**

Children benefit as the staff team strive for continuous, ongoing, development of the provision through constant review. The committee review the practice of the staff to ensure a positive impact on the children. Policies are reviewed annually and parents views are invited as part of the ongoing accreditation of the pre-school. Children are also encouraged to talk about their likes and dislikes of the setting in small and large group times. The staff value training and the lead practitioners ensure this is discussed during annual appraisal. Staff who attend training courses feedback to the rest of the team during staff meetings, ensuring

that everyone keeps up to date.

Children are safeguarded as all the staff are aware of child protection procedures and adults promote a safe environment, enabling children to share concerns. All equipment is designed for the age and stage of children attending. Staff effectively promote children's health and wellbeing because effective systems are in place to prevent cross-infection, accident and medication records are appropriately maintained and all relevant consents have been obtained. Risk assessments are in place and are reviewed at least annually. All areas of the setting are carefully checked daily and a record book is signed by staff. Staff remain vigilant throughout the pre-school sessions. Secondary locks and alarms are in place on the doors and outside gates are bolted and fastened with elastic ties. A canopy is in place over part of the outside play area to protect children from the weather. Children learn about safety through the curriculum as they discuss generally keeping safe and road safety in focused activities as well as during role play.

Partnership with parents is very good and staff keep them well informed about their children's development. The partnership is built from the start of the children's time in pre-school as parents complete the 'Unique child' booklet. Key workers also meet parents and discuss the starting points for the children's learning. Regular meetings are held for parents to discuss their children's development and future learning targets and next steps. Parents are also aware they may speak to staff at any time and make comments or suggestions in a book. The policies folder is available to parents at any time and various notices and newsletters ensure parents are fully informed. Parents are very pleased as their children are making brilliant progress and in particular some have been helped to make friends and be part of a group. There is currently very limited communication between the setting and other providers such as childminders or nurseries.

## **The quality and standards of the early years provision**

Children enjoy their time at pre-school as they have a large choice of activities and toys. They help themselves to toys from storage, for example one group of children bring out the large wooden building blocks and build an obstacle course. This imaginatively evolves into a train track as the children walk around and around it. A member of staff asks how many trains there are and children say 'there are four trains but no passengers'. Children join in large and small group activities and make friends. During small group times children ask questions about each others pictures and help to develop their ideas. For example children draw a picture and talk about it telling the group about their art work. Children say they have drawn a monster in space and further questioning helps everyone find out that 'you can push some buttons and make doors open'. Staff make regular observations of children's activities. The individual records are continually updated enabling staff to build an accurate and reliable picture, which helps to inform their next steps. Records are always positive and this is very much appreciated by parents. The next steps are used by staff to plan the small group activities. Staff liaise closely with the Special Educational Needs Co-ordinator to ensure all children's individual needs are met. They work closely with outside agencies to support the children. Individual education plans are in place for some children to

support their development and some children are helped to deal with their challenging behavioural issues. Children with English as an additional language are also supported and translation services are available when required.

Staff provide a wide-range of activities, both indoors and outside, which help children to become active learners and they strike an effective balance between adult-led and child-initiated activities. Children appreciate the opportunity to choose their own activities during free-play times. They also choose whether they wish to play inside or outside. The current excessive amount of tables and large equipment within the playroom limits open play space. Children learn to develop habits and behaviour appropriate to good learners, their own needs and those of others. Staff are positive role models. Praise and encouragement by staff helps to promote children's self-esteem. Some strategies are used to reward good behaviour, for example using stickers. The pre-school provides opportunities for children to learn about other cultures through role play, images and planned learning. Self registration helps children have sense of belonging. Children work co-operatively and help to tidy away resources.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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