



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY265650

DfES Number:

INSPECTION DETAILS

Inspection Date 12/02/2004
Inspector Name Alison Large

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bitterne Manor Pre-School
Setting Address Quayside Road
Southampton
Hampshire
SO18 1DP

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Bitterne Manor Pre-School

ORGANISATION DETAILS

Name The Committee of Bitterne Manor Pre-School
Address 89 Athelstan Road
Southampton
Hampshire
SO19 4DE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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. It serves the local area.

There are currently 27 children from 2 years 9 months to 5 years on roll. This includes 19 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs or 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 12:30 until 15:00 on Mondays and Thursdays.

Four staff work with the children. Three staff have early years qualifications to NVQ level II or III. One staff member is currently working toward a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The pre-school provides good quality care for children aged two years nine months to five years.

There are procedures in place to help staff have a consistent approach to their work, including regular staff meetings and an induction process. The pre-school offers a warm and welcoming environment, with adequate play space both indoors and out and staff ensure the children are well cared for. Most of the documentation and procedures are in place. However some additions are needed.

The pre-school welcomes children with special needs and staff ensure that their individual needs are met. Staff have a good awareness of safety both inside and out to ensure that the children are kept safe at all times. Staff encourage good health and hygiene practices with the children and provide a range of healthy and nutritious

snacks.

The pre-school provide a good range of toys and equipment for the children, which help them develop and learn to make choices. The group provide an outside play area to help children develop their physical skills, and indoors there is a variety of activities to keep the children interested and stimulated. Staff are consistent in promoting positive behaviour management and praise and encourage the children.

The pre-school has a good relationship with parents and they are kept informed through newsletters and the key worker system.

What has improved since the last inspection?

Not applicable

What is being done well?

- The pre-school has a good range of toys and equipment and staff plan a varied range of activities to support all areas of a child's development, including role play opportunities and creative play. Staff are interested in what the children say and do and spend time talking and playing with them.
- Parents are welcomed into the pre-school and are kept informed. Staff share information of their child's activities through regular newsletters and the key worker system. Staff hold regular meetings and have an induction process for new staff.
- Staff have a positive attitude toward receiving children with special needs and are aware of their individual needs and promote diversity and equality. Staff also have a consistent approach to behaviour management and praise and encourage positive behaviour.
- The staff are proactive in promoting good health and hygiene practices with the children and have a good awareness of safety issues.
- Staff make good use of the available space both inside and outside, to ensure the children are well cared for. The staff ensure children are offered a variety of healthy and nutritious snacks.

What needs to be improved?

- countersigning all recorded accidents
- complaints procedure needs to give parents the opportunity to complain to Ofsted

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure all recorded accidents have been countersigned by the parents
12	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.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bitterne Manor Pre School provides generally good quality nursery education for children.

Children make very good progress towards the early learning goals for mathematical development, and generally good progress in personal, social and emotional development, communication language and literacy, knowledge and understanding of the world and creative development. There are some significant weaknesses in the area of physical development.

The quality of teaching is generally good. Staff have good understanding of the early learning goals and provide a stimulating environment and well planned activities, making good use of available resources. Many learning opportunities are provided throughout the daily routine, as in snack time and story time. Relationships within the pre school are good. Staff encourage independence and concentration, although the current structure and routine of the session does not always occupy children fully. Staff are effective in supporting children who are less confident and also challenge the more able with questioning.

Leadership and management is generally good. The pre school staff work well as a team and clear communication allows them to provide clear well balanced programme. Management actively encourage staff to undertake relevant training. There are currently no formal evaluations of activities of staff.

The partnership with parents is generally good. Parents are given good quality information about the setting as well as half termly information about topics. Detailed written reports of children's individual progress are given to parents every half term at present.

What is being done well?

- Children's personal, social, emotional development is good. They are confident, have established good relationships and play an active part in their learning.
- Children's progress in mathematics is developing very well. Many opportunities are provided throughout the session to extend children's knowledge and understanding of number, size and shape.
- Children's language is developing well and opportunities are given for them to practice writing in a number of situations.
- Staff have a good understanding of the early learning goals and provide comprehensive written reports for parents.
- Staff provide a range of practical activities to support children's learning in

knowledge and understanding of the world and creative development.

What needs to be improved?

- provide additional opportunities for children to develop skills using information technology, physical and creative play and to learn about their local environment.
- structure and planning of session to ensure needs of all children are addressed.

What has improved since the last inspection?

There has been generally good improvement since the last inspection. Long term plans now show areas of focus and staff deployment charts are displayed. Record keeping has been reduced although the staff are currently using diaries, as well as the Southampton record of achievement. Information given to parents when children leave has been reduced considerably. Further development of planning for groups of children and focussed activities is required. (See What needs to be improved?)

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop good relationships with adults and other children in the pre school. They ask staff for assistance when necessary and appreciate their friendships. Most children show confidence, are well motivated to learn and make choices. Children work well independently and co operate when working as a group for example during snack time and when working with the scales. Some children have poor awareness of boundaries set and behavioural expectations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are effective communicators. They learn to negotiate during daily activities such as taking turns in the sand tray or at the painting easel. Children enjoy books and listen to stories in small groups with a member of staff. They learn to read and write their names. Children can link sounds and letters and enjoy completing activities with letters such as jigsaw puzzles.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting and are beginning to represent numbers in various ways through art and craft work. They learn about size, shape and using appropriate maths language through practical worthwhile activities linked to the stepping stones. Children learn about addition and subtraction through activities and incidental opportunities, such as singing songs and reading books.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy using their senses to explore objects in practical activities, for example when making play dough. They demonstrate good cutting and joining skills and they use appropriate materials and tools competently particularly during model making. Children have good awareness of the natural world and have access to natural materials which stimulate their curiosity and investigative skills. Children have little opportunity to use information technology, or to discuss the local environment.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are skilled at using a variety of equipment such as scissors, rolling pins, pencils and paintbrushes. They show some awareness of health with regard to eating and good hygiene routines. Children's progress is hindered by infrequency with which resources such as climbing equipment are used and by limited space available for large scale physical activity. They have little opportunity to run and jump or demonstrate control of their bodies.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond with all their senses to many experiences such as tasting and smelling food and touching a range of contrasting textures including sand, water, play dough and clay. Children are encouraged to use their imagination and express their ideas through role play and painting activities. Daily art and craft activities are organised and children are able to choose materials to create pictures and models. Children have limited opportunities to hear or join in musical activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide additional opportunities for children to develop skills using information technology, physical and creative play and to learn about their local environment.
- improve structure and planning of session to ensure needs of children are addressed.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.