



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 131530

DfES Number:

### INSPECTION DETAILS

Inspection Date	18/06/2004
Inspector Name	Loraine Wardlaw

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bitterne Community Pre-School
Setting Address	Methodist Church Hall Whites Road, Bitterne Southampton Hampshire SO19 7NS

### REGISTERED PROVIDER DETAILS

Name	The Committee of Bitterne Community Pre-School
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### ORGANISATION DETAILS

Name	Bitterne Community Pre-School
Address	Methodist Church Hall Whites Road, Bitterne Southampton Hampshire SO19 7NS

## 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 Community Pre School opened in 1982. It operates from rooms in the Wesley Centre, which is located in Bitterne, Southampton. It is run by a voluntary management committee. The group serve the local community and surrounding areas. There are currently 144 children from two to five years on roll. This includes 30 funded three year olds and 90 four year olds. Bitterne Community Pre-school supports children with special needs and children who speak English as an additional language. The pre-school offers sessional care and opens four mornings and three afternoons a week, during school term time. Sessions run from 9.00-11:30 and 12:15-14:45. Fourteen staff work part-time, with the children, seven of whom have early years qualifications to National Vocational level two or above. Two staff members are currently on training programmes. The pre-school receives support from the pre-school learning alliance and the Early Years Partnership.

### How good is the Day Care?

Bitterne Community Pre-school provides a good standard of care for children. The pre-school is well managed and offers a relaxed, organised environment where children play happily. Staff have made good use of the indoor play space but the garden, surrounding the outdoor play area is overgrown. Most records and documentation is up-to-date and procedures and policies are put into practice effectively by staff. Staff are safety conscious and are aware of good hygiene standards. A variety of snacks are offered to children but they do not currently include fruit.

The pre-school offers a good range of toys and stimulating activities for children to freely access and enjoy. Staff relate very well to children and they manage their behaviour sensitively and with understanding.

The pre-school establishes a good partnership with parents and carers. Staff involve parents in the children's learning and communicate with them regularly about their child's care and education.

### **What has improved since the last inspection?**

The setting has made improvements since the last inspection. An action was raised which was to plan a range of activities for children's all round development, with emphasis on practical activities and emergent writing. This has been successfully addressed.

The supervisors plan more 'hands on' learning opportunities for children, during key group activities, and a good range of stimulating practical activities are offered during free play. Children take part with enthusiasm and display sustained interest in their play. Emergent writing is encouraged at every opportunity.

### **What is being done well?**

- The lead practitioners are highly committed to raising the quality of the setting further; they encourage all staff to become trained in childcare and are pro-active in enhancing the environment. Staff are deployed well and there is an effective key worker system in place which ensures that children are happy and well cared for.
- Staff develop very good relationships with children; they become actively involved in their play and offer a good balance of well-planned activities. Toys and equipment are easily accessible to children; they are able to self select which promotes learning in all areas.
- High priority is given to children's safety. Staff are confident about the fire procedure and annual risk assessments and daily checks take place to ensure the setting is free from hazards.
- Staff praise and encourage children and are good role models. The behaviour management policy includes positive strategies for dealing with conflict and staff implement these well.
- Staff are friendly, approachable and build good working relationships with parents. Introductory visits , annual open days and the regular sharing of information contribute to the strong links with parents.

### **What needs to be improved?**

- the outdoor play area to ensure that children can explore and play safely.
- the child protection policy.
- the range of food offered at snack time.

### **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
4	improve the outdoor play area to ensure that children can explore and play safely.
8	increase the type of snacks offered to children
13	ensure child protection procedure and policy includes contact telephone numbers , and procedure to be taken should an allegation be made against a staff member.

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

### How effective is the nursery education?

Bitterne Community Pre-school provision is acceptable and of good quality. Children are making generally good progress towards the early learning goals in knowledge and understanding of the world and very good progress in the other five areas of the curriculum.

The quality of teaching overall is generally good with some very good aspects. Most staff have a sound knowledge and understanding of the early learning goals and stepping stones. The curriculum planning is very good, with interesting activities linked to the theme, in which all children take part. Staff know their children well, praise and encourage them and set appropriate challenges for them. The staff's interaction with children is very good, but sometimes staff do not build on the children's interest or develop spontaneous play. Staff make good use of the indoor play area but sometimes do not give enough time for children to fully experience physical play. Children with special educational needs are well supported by staff.

Leadership and management is very good. The joint supervisors work very closely as a team. They have a clear vision for raising the quality of the setting further and are given good support by the voluntary management committee. They all work hard at building a successful pre-school team. Staff are encouraged to attend training courses and regular monitoring and evaluation of the curriculum takes place.

Partnership with parents is very good. Quality information is shared with parents about the curriculum. Staff regularly communicate with parents about their child's developmental progress. Parents are involved in the children's learning.

### What is being done well?

- Children's personal, social and emotional development is very good. They are excited, take initiative, are motivated to learn and show good levels of confidence. Children behave well, are helpful to one another and build strong relationships.
- Children's mathematical development is very good. Staff are skilled and competent at presenting children with mathematical problems in all activities within the pre-school. This results in children successfully understanding and solving simple problems and using mathematical language in their play.
- Children's communication, language and literacy development is very good. Staff talk and question children effectively encouraging them to think and contribute their own ideas. Children are able to link sounds to words and the alphabet during registration time.
- Staff have a very clear understanding of how children learn and plan a stimulating curriculum. They are secure in their knowledge of the individual needs of children and use assessments well to plan the child's next step.

towards the early learning goal.

- Leadership and management is very strong. The supervisors actively encourage and support good practice, by giving quality examples of children's observations and useful, meaningful guidelines on different curriculum areas. All staff contribute to the planning.

#### **What needs to be improved?**

- the programme for knowledge and understanding of the world to include increased opportunities for children to find out about the local area and living things.
- the amount of time children can access physical play
- the enhancement of the teaching , with particular regard to building on children's interest and developing spontaneous play.

#### **What has improved since the last inspection?**

The setting has made very good progress since the last education inspection. There were three key issues which have been successfully addressed.

The first issue was to ensure that the continuous curriculum has more purpose. Each area of the pre-school, sand and water, book, construction has a planning sheet with learning intentions and key questions for staff. All staff have a copy of each sheet and put these plans into practice well.

The second was the attention and value given to role play. Staff are now designated one of five areas to supervise. One area includes the role play area, in which they support the children. The role play area is incorporated in the planning and changes regularly. It is sometimes in line with the theme e.g. under the sea world, shop.

The third was to devise strategies for managing noise levels during adult led focus activities. The setting now take a group of children to the conservatory when noise levels are quite high. This encourages the children to listen and concentrate.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn and become very involved in their play. Some initiate their own play activities. They show good levels of confidence and self esteem. Children are able to take turns, share and are building very good relationships with others. They behave well and know the expectations of the setting. Children are developing personal independence by pursuing their own activities and preparing their own snack. They are developing an understanding that people have different needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children readily initiate conversations with others. Older children are building up their vocabulary and ask complex questions. They talk about past experiences and express their ideas. Children enjoy rhyming and alliteration activities. Children handle a range of story books and are beginning to recognise their names and other simple words. They use emergent writing on their pictures and creative work. Many four year olds are writing recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count a variety of objects, including their fingers and can recognise numerals, often up to beyond nine. They are developing an understanding of simple number problems through routine and practical activities. Some children are able to solve number problems. Children are developing an understanding of quantity, of length, shape and size. They are able to recognise patterns and recreate them.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children used magnifying glasses to look at a variety of shells and explored sand and water. They build and construct to their own design with a good range of construction toys. Children have opportunities to use the computer and other everyday technology. They are beginning to differentiate between past and present. Children learn about the wider environment through topic work e.g. under the sea, but the local environment and investigating living things is not sufficiently exploited.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children travel on scooters and tricycles confidently and with control. They have a good awareness of space. Children are developing an understanding of healthy eating and are aware of their own physical needs. They use a range of small and large equipment such as wheeled toys, hoops, balls and climbing equipment. Children handle a variety of tools with increasing control and use malleable materials regularly.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children explore colour, texture, shape and form through regular free collage, using a variety of materials and free painting. They enjoy music and movement sessions and join in well with singing, using the instruments. Children use their imaginations in small worlds and role play. They have opportunities to draw and paint to their own design. They express their thoughts and ideas using their senses.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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**

- ensure the programme for knowledge and understanding of the world includes increased opportunities for children to find out about the local environment and living things
- increase the amount of time children can access physical play
- improve teaching further, with particular regard to building on children's interest and developing spontaneous play.

*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.*