



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148865

DfES Number: 524244

### INSPECTION DETAILS

Inspection Date 17/03/2004  
Inspector Name Loraine Wardlaw

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Bitterne Community Pre-School  
Setting Address Peartree Avenue  
Southampton  
Hampshire  
SO19 7RB

### REGISTERED PROVIDER DETAILS

Name The Committee of Bitterne Community Pre-School

### ORGANISATION DETAILS

Name Bitterne Community Pre-School  
Address Peartree Avenue  
Southampton  
Hampshire  
SO19 7RB

## 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 at its present site in May 2001. It operates from a purpose built classroom, attached to the neighbouring Infant school, in Bitterne, Southampton. It expanded from the original group, which is located on a different site, but both are run by the same voluntary committee. The group serve the local community and surrounding areas.

There are currently 130 children from 2 to 5 years on roll. This includes 55 funded 3-year olds and 48 4-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 5 mornings and 5 afternoons a week, during school term time. Sessions run from 9.00-11:30 am and 12:15-14:45.

Fourteen staff work part-time, with the children, seven of whom have early years qualifications. 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. It is effectively organised, with good procedures and policies in place which underpin the smooth running of the group. However, some additions need to be made to the paperwork, and need to be shared with parents.

Staff are safety conscious and have good regard to respecting children's individuality and meeting their needs.

The pre-school offers a good range of toys and creative activities for children to freely access and enjoy. Staff build positive relationships with children and manage their behaviour sensitively.

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 care and education.

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

The setting has made many improvements since the last inspection. Five actions were raised and the majority of them have been successfully addressed.

The pre-school's operational plan is fully formulated and implemented. The key-worker system has been developed and is now a strength of the pre-school. Children have opportunities during key group times to build relationships with their key worker and staff are able to plan the next step in their learning.

The supervisors plan more 'hands on' learning opportunities for children, during key group activities. However, this does need to be developed further. Practical learning opportunities for children to develop maths skills take place routinely, (at snack time) incidentally, and in all areas of the pre-school. The pre-school also provide opportunities for children to develop their literacy skills.

Toys and resources are now accessible for children to self select and a new, well-stocked first aid box has been purchased.

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

- The pre-school maintains a high staff to child ratio. Staff are deployed well to ensure that children receive good care and attention. They establish good relationships with parents and organise space, toys and resources are organised effectively to meet the children's needs.
- Staff interact very positively with children; they know them well and are interested and involved in their play. Snack time is a particularly sociable time with children preparing their own snack and drinks, and staff sitting and talking with the children.
- Staff are vigilant about children's safety; there are reminders, linked to activities, around the room identifying potential hazards. The joint supervisors have a sound understanding of their responsibilities to report health and safety issues.
- Staff have a good understanding of individual, children's needs and meet them well. All children are valued and respected. Children with additional needs are given good support to enable them to access and gain from activities.
- Staff praise and encourage children and are good role models. They have a sound understanding of the behaviour management policy and know how to implement it.

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

- the medication policy and records
- the sharing of policies with parents.

### 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   | Develop the medication policy to meet the needs of all children and keep a written record, signed by parents, of medicines administered. |
| 14  | Ensure policies are shared with parents.                                                                                                 |

## 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 overall. Children are making generally good progress towards the early learning goals and very good progress in some areas of learning.

The quality of teaching overall is generally good with some very good aspects. Staff have a very sound knowledge and understanding of the early learning goals and stepping stones. The ongoing curriculum planning is good, but some of the key group activity plans do not meet the learning needs of all children. There is not a varied role-play programme currently in place. Staff know their children well, praise and encourage them and set appropriate challenges for them. The staff's interaction with children is excellent and they make good use of resources and space. Children with special educational needs are well supported by staff.

Leadership and management is generally good. The joint supervisors work very closely as a team, are clear about their responsibilities and are given very good support by the voluntary management committee. Staff are encouraged to attend training courses and the supervisors monitor the curriculum. However, ideas for planned key group activities are not currently sought from the staff.

Partnership with parents is very good and contributes to the children's learning. Staff share quality information with parents about the curriculum and communicate regularly with parents about their child's developmental progress.

### What is being done well?

- 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 personal, social and emotional development is very good. They are confident, take initiative, are motivated to learn and show good levels of concentration. They behave well and develop very positive relationships with staff and peers.
- Staff have a very clear understanding of how children learn. They are secure in their knowledge of the individual needs of children and use assessments to plan the child's next step towards the early learning goal.
- Leadership and management is 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. As a result staff talk and question children effectively encouraging them to think and contribute their own ideas.

- Partnership with parents and carers is very good. Valuable information is given to parents about the curriculum and planned activities. Parents are kept well informed about children's progress and achievements and good two-way communication takes place. Parents are encouraged to be involved in the children's learning by the completing of worksheets at home, which consolidates the learning which takes place at the pre-school.

**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 and wider environment and to learn about other peoples cultures and beliefs
- the planning of varied role play and of the focus/ key group activities
- the inclusion of staff in the planning of the provision's curriculum.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well motivated and are developing good concentration skills. They initiate interactions with others and talk freely about their home. Children make attachments to their peers and are able to play well in group situations. They display positive behaviour, tidy away toys and are learning please and thank you. Children are developing personal independence by pursuing their own activities and preparing their own snack. They are developing an understanding of different peoples needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children initiate conversations with others and are developing good listening skills. They use talk in imaginary situations and to express their ideas. Children are becoming confident at recognising letters and naming sounds; often able to suggest other words with the same letter. Children enjoy a range of books and are beginning to recognise their names. They use emergent writing in the role play area such as a child 'wrote' a shopping list. Some children form their letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count a variety of objects and will often use their fingers. They can recognise numerals, some up to nine. Children are developing an understanding of simple number problems such as How many are left? Do we have more or less? Some children are able to solve these number problems. Children use language to describe shape, size, quantity. They make simple patterns using different resources.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore a range of materials and use their investigative skills. They use magnifying glasses to look at shells; they smell different soaps. They build/construct using different techniques to join materials. Children are becoming confident users of the computer; some having very good mouse control. They are beginning to differentiate past from present. Children's knowledge of the local and wider environment is not sufficiently exploited nor is their knowledge of other cultures.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with co-ordination. They are very aware of themselves and others, especially during music and movement. Children are developing an understanding of healthy living and are aware of their own needs. They use a range of small and large equipment such as wheeled toys, hoops, balls and balancing equipment. Children handle a variety of tools with increasing control, such as scissors, tweezers.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children explore colour, texture, shape and form using a range of natural and synthetic materials. They enjoy music sessions and are able to match movements to music. Children use their imaginations well in art, music, small worlds and role play. For example, one child said the home corner was his restaurant. They use all their senses and are able to express their thoughts and ideas.

**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**

- ensure the programme for knowledge and understanding of the world includes increased opportunities for children to find out about the local and wider environment and enables them to learn about other peoples cultures and beliefs
- introduce stimulating role play themes in line with topics, and ensure key group activities are practical and interesting for all children.
- develop staff skills further, by encouraging them to contribute ideas for planned/ focus/ key group activities.

*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.*