

# Bitterne Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	131530
<b>Inspection date</b>	07/12/2010
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Bitterne Community Pre-School opened in 1982. It operates from rooms in the Wesley Centre, which is located in Bitterne, Southampton. The building and pre-school premises is on one level. It is run by a voluntary management committee. The group serve the local community and surrounding areas. It is registered on the Early Years Register, to care for a maximum of 25 children, from two years until the end of the early years age group.

There are currently 134 children on roll. This includes 83 children who are in receipt of nursery funding. The pre-school offers sessional care and is open on Monday, Tuesday, Thursday and Friday, during school term time. Sessions run from 8.30am to 11.30am and 12.10pm to 3.10pm. A total of 11 staff work directly with the children, all of whom hold relevant childcare qualifications. The pre-school are supported by the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happily settled, and achieve well in a stimulating and well-equipped environment. The individual needs of all are effectively catered for. A well qualified staff team ensures that children are introduced to a good range of learning experiences both inside and out. They are making good progress in most areas of learning. The provision is well managed and partnerships with parents and others is generally strong. There are secure systems in place to monitor and evaluate practice so the capacity to improve outcomes for children is good.

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

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

- encourage coherence of learning and development with other early years' settings that children may also attend
- provide resources to support the development of children's imaginations in role play activities.

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

The systems to ensure children are safeguarded are secure. Staff are clear about their responsibilities to keep children safe at all times. Many have undertaken safeguarding training and there are rigorous risk assessments in place. The robust recruitment and vetting procedures ensure that staff working with children are suitable to do so. Systems to monitor and assess the provision are secure. The

completion by all staff of the Ofsted self evaluation form and the use of reflective practice notes, ensure continuous improvement. The enthusiastic staff team work well together and reflect on daily practice and record improvements. They are committed to continued training. The provider has made good progress in meeting the recommendations from the last inspection and therefore the capacity to improve is good.

Staff are effectively deployed throughout the pre-school to ensure children are well supported. They are equally skilled in stepping back to let children play independently. Children's independence is further supported by the accessible toys and equipment enabling them to make choices in their play. The environment is calm and inviting. Displays at children's eye level provide opportunities for discussion and positive images of diversity. Free access to the outdoor area, except in very cold weather, enables active learners to make good progress. The pre-school have provided other early years' settings that the children also attend with comprehensive information about children's learning. However, the response has been poor. Consequently, a consistent approach to children's learning is not yet fully in place. There is a strong partnership with parents and carers. The use of a communication book for each child provides opportunities to share information from home. They receive comprehensive information about the setting as well as copies of the policies and procedures. Parents are encouraged to contribute to their children's developmental records and share in their learning. They are happy with the care and education their children receive.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled. They appear very at ease with the staff and with each other, having made good relationships. They move freely around the pre-school and quickly become involved in their chosen activity. Staff are fully involved in the children's learning, and interaction is good. Consequently, children are confident and demonstrate high levels of motivation. The pre-school has a busy, but calm atmosphere. Children are encouraged and supported in their play. A boy dresses up in a princess dress and the member of staff tells him how good he looks, engaging him in discussion. They talk about where he is going. He tells her 'I'm going the party now!' Another child is fascinated by the large number shapes, showing them to a member of staff and correctly naming each one. Children enjoy well-read stories and participate with enthusiasm, anticipating what happens next. They sit for extended periods of time, enthralled by the stories told by a staff member, demonstrating good focus and high levels of interest. Children enjoy good opportunities in the 'messy play area' to explore paint, dough, glue and collage materials as well as a variety of mark making. Children become absorbed in imaginative role play, dressing up and initiating their own stories, cooking food and serving it to their friends. However, they are unable to see themselves dressed up, as there is no mirror. The quality of planning for individuals, observation and assessment is good. Each child has their own 'Unique Child' book which are updated regularly with written observations and next steps for children's continued

development. These records provide a clear indication of how each child is progressing.

Children's safety is effectively promoted because staff are well deployed to supervise the children at all times without being overprotective, enabling them to play independently. Children usually help to pick up discarded toys to make sure 'We don't trip over them'. Consequently, they are learning how to keep themselves and others safe. The premises are secure with keypad entry. Inside and in the garden, children move with confidence and there are few accidents. They are careful using tools such as scissors, recognising the potential risks. Children's health and welfare is well promoted because they follow good hygiene practices. They are aware of the need to wash their hands before snack, and why this is important, as one child points out 'To wash the germs away'. Children bring their own snack and these are healthy, such as fresh fruit, raisins and breadsticks. They are becoming responsible for their own personal care, using tissues to wipe their noses and disposing of them properly. They have daily opportunities to enjoy fresh air and exercise in the large pre-school garden. Children are very well behaved. They are well occupied with activities that are relevant and meaningful to them. Staff have very high expectations for children's behaviour and are good role models. During a playdough activity they share well, saying 'Here have a bigger bit of playdough'. They make playdough cakes and ask the adult 'Do you want a cherry on yours?'. Staff encourage children to share and praise them for being kind and helpful.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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