

Riverside Pre-School

Bitterne Park Primary School, Manor Farm Road, SOUTHAMPTON, SO18 1NX

Inspection date	03/04/2014
Previous inspection date	13/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The staff team are highly skilled at engaging and inspiring the children so they become inquisitive and learn.
- The management team have exceptionally high expectations for all staff to provide the very best care and learning for all children.
- All seven areas of learning are clearly represented in both the inside and outdoor environments so children enjoy rich learning experiences wherever they choose to play.
- Children are fully involved in the pre-school as they are given responsibilities that make them feel important and valued.

It is not yet outstanding because

- Several children attend who speak languages in addition to English at home, but there are few examples of those languages in writing within the pre-school for them to recognise and value as part of their identity.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities inside and outside the pre-school.
- The inspector had discussions with parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and risk assessments.
- The inspector undertook a joint observation with the manager.

Inspector

Jill Steer

Full report

Information about the setting

Riverside Pre-school registered in 1995. It is run by a voluntary parents' committee and operates from two classrooms within Bitterne Park Primary School, in Bitterne Park, Southampton, Hampshire. Children have access to an outdoor play area. The pre-school is open each weekday during term times from 8.40am 11.40am and from 12.20pm to 3.20pm with a lunch club in between, from 11.40am to 12.20pm.

There are currently 120 children aged from two years to under five years on roll, some in part-time places. The pre-school currently supports a number of children with special educational needs and/or disabilities. This pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 16 members of staff, 13 of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. One member of staff has achieved early years teacher status. The pre-school provides funded free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the programme for children's literacy development by displaying words, signs and notices in a variety of languages to enable children to recognise writing that reflects their own culture and that of others.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Without exception, the staff team are all highly skilled practitioners who inspire and engage children extremely well. They talk to children continuously, asking questions to encourage children and make them think. They communicate with children in many ways such as speaking, using pictures, signing, text and demonstration, doing it themselves. Throughout each session the children are fully engaged in a range of activities that interest them and capture their imaginations. They decide where they will play and staff are always nearby to support them if needed, although their superior skills mean they also know when to leave children alone. For example, when a group of children play hide and seek with some Easter egg pictures. Children make several attempts to hide the eggs without others seeing but they all stay close together so it does not quite work. Children try a variety of tactics such as sending other children to hide the eggs, but then all look up too soon and see where the eggs are being hidden. Staff keep a watchful eye, but let the children solve this problem and negotiate because they cooperate so well. Some aspects

of learning are intrinsic to whatever they are doing. They count and calculate routinely, see words displayed and know that labels carry information. However, this is all in English as there is limited text in other languages so those children who also speak other languages at home do not become as familiar with it in written form.

There are many opportunities for children to develop a love of books and reading. Staff read regularly to children and use a variety of interesting voice tones for fun and to engage them. They promote literacy as an enjoyable subject. They conduct a survey to find out which of four chosen books are each child's favourite. Children are able to describe the stories well and surprise staff with the small details they remember and re-tell to demonstrate their understanding. Many activities provide learning opportunities for several areas of learning such as physical development, problem solving and communicating. For example as children use magnetic rods to catch fish in bowls of water they have to coordinate their movements with the action at the end of the rod. They have to think about why the magnet sticks to the fish and not the plastic ducks and boats on top and work out how to see the fish through the boats and ducks. They have many discussions and staff encourage children well and introduce a variety of language and concepts such as floating and sinking. They encourage children to think about why some objects float and some sink, and to consider if the size makes a difference. Children are competent with how things work such as technology and easily open and close computer programmes to find the one they want and skilfully drag and click on the screen using the mouse.

Parents are involved in children's learning from the first day when they complete a 'unique child' booklet about things the children like and can do. They have regular opportunities to see the children's learning records, contribute to them and continue their identified next steps at home. Within six weeks staff complete the two-year-progress check which provides a clear picture of what each child can do in each area and aspect of learning as a basis for individual planning. Staff are extremely aware that all children learn differently and at different rates. Their exceptional knowledge of how children learn enables children to explore their surroundings in a way that best suits them. They make good use of national guidance on child development, as well as making excellent use of initiatives such as Every Child a Talker and the Early Childhood Environmental Rating Scale. These further support the monitoring and assessment of children's progress so staff planning for each child is very well targeted on their individual development. Each child's key person keeps precise records of their progress in all areas of learning so they can quickly pinpoint any strengths or areas where children may be learning less well and need extra support. Most of children's learning is successfully based on their interests such as splashing in water, or pretending to drive a car on an outing. Staff make children's time great fun from joining in energetically with singing and action rhymes to scooping sand into buckets. Consequently, children become eager learners who will start school enthusiastically and ready for the new challenge.

The contribution of the early years provision to the well-being of children

Children are given responsibilities that make them feel important and able to take ownership of their pre-school. They help compile the five 'Spot's rules' that are each displayed on a different coloured dog bone and the 'Spot's sticks' rules for when they are in the park. Children are therefore keen to comply with the rules and they understand the need for boundaries. For example, they help staff by walking around the pre-school during snack times carrying a placard with a picture of the snack on. They ask children who are busily playing if they want a snack to remind them it is available. Snacks are healthy and planned to include fresh fruit as well as carbohydrates for energy. Children who stay to the lunch club bring their own food and staff sit with them to eat. They make good use of this time for discussing the food and what is healthy as well as being good role models for eating well. Children soon learn to enjoy the outdoors as the space is so well organised. Staff encourage them to go out in all weathers with their motto of 'there is no unsuitable weather just unsuitable clothing'. Every day children can choose to spend as much time as they prefer being outside where they can be active and benefit from fresh air while still having the same learning opportunities as inside.

Key staff for each child welcome them into the pre-school when they first attend and help them to settle. Each child then has three key staff who all get to know them well. This system means there is always a member of staff present who a child has built an attachment to and who can support them. Staff are very well deployed and move around as the children do so they are always well supervised. Some children have one to one support from a key member of staff so their learning and care needs are very well supported. Staff help children prepare for the move on to school as they encourage them to make choices and be independent. They help children with their acquisition of language and their self-care skills such as toileting and dressing independently and some can begin to write their names. The pre-school day is organised with set times for group activities and free play so children get used to each day having a rhythm. Children subsequently move on to school eagerly and confidently, ready to continue their learning.

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

The pre-school is a safe place for children where management and staff understand and implement the welfare and safeguarding requirements of the Early Years Foundation Stage effectively. This inspection took place following notification that a child left the pre-school following parents, unnoticed by staff. The inspection has found that the provider acted extremely promptly to investigate the incident. Although good procedures were already in place they have been updated and improved along with the risk assessments. Management have made amendments in staff practice to reduce the risk of this occurring in the future. A member of staff is now stationed at the entrance gate whenever it is unlocked to monitor who is entering and leaving. All new staff receive the policies in a handbook as part of their induction after a robust recruitment and suitability checking process. Staff therefore work consistently and practise issues are regularly discussed during staff meetings and supervision sessions. Staff are well trained and ongoing professional development is an expectation of the management team. All new staff complete first aid and safeguarding training so children's safety is prioritised. All staff

know what signs to be aware of that may indicate a child at risk of harm and are clear about the procedure for reporting their concerns so children can be protected. Although the staff team are well established, their commitment to safeguarding children is of vital importance to them which means they are confident to follow the whistle-blowing policy of required.

Management closely monitor the planning for children's learning and development so individual children's progress is well supported. Staff work closely with the children's parents to support their learning. They share details of what the children are going to do, are currently doing and have done previously so parents can be fully included in the children's learning journey. Management share information by many means such as social networking sites, emails, notice boards and in person. They hold special days such as 'Ladies' day' and 'Big boys' day' when parents and grandparents can visit on the respective day for their gender, to experience first hand what the children do. Parents speak very highly of the pre-school and are extremely impressed with how well the staff know the children and plan for their individual development. Most parents choose the pre-school for their children through personal recommendations due to its good reputation locally. Staff and management work closely with other settings children attend and with other professionals involved in children's care and development. This enables staff to fully support children in all areas of their learning so they can achieve to their best potential. Management and staff reflect regularly and in a variety of ways on their practise as they continually strive to be the best. They value the views of the parents and take their suggestions seriously as well as those of the local authority and other providers who share good practice ideas. The pre-school is a highly motivating environment for children to play and learn where the whole staff team have high aspirations for them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	131573
Local authority	Southampton
Inspection number	966970
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	120
Name of provider	Riverside Pre-School Committee
Date of previous inspection	13/01/2012
Telephone number	023 8036 3018

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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