

Bitterne Community Pre-School



Methodist Church Hall, Whites Road, Bitterne, Southampton, Hampshire, SO19 7NS

Inspection date

25 September 2015

Previous inspection date

7 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide good support to help the youngest children develop their early speech and language skills. This provides children with a strong base to build on and develop their learning so they make good progress.
- Children enjoy their time at pre-school and separate easily from their parents. They form good relationships with staff and other children, which promotes their emotional well-being successfully.
- Partnerships with parents are strong. Staff work effectively with parents to promote their children's learning between home and the pre-school.
- Children behave well. Staff support children to understand and learn the pre-school rules and to resolve conflicts for themselves.
- Staff effectively teach children mathematical skills. Children confidently measure and weigh, and learn the language of size, such as 'half' and 'quarter'.
- The committee has detailed risk assessments that they ensure staff implement. This means staff identify and minimise any hazards to keep children safe and secure.

It is not yet outstanding because:

- Staff do not always plan the adult-led activities well. They do not take into full account the different stages of children's development during group activities, which means not all children can participate.
- Staff do not consistently provide opportunities for children who learn better outdoors, particularly boys, to develop their early literacy skills. For example, children do not have as many opportunities to see and recognise print outdoors to develop their early reading skills or to develop their early handwriting skills.

What the setting needs to do to improve further

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

- consider the planning of activities led by staff more carefully to ensure they are suitable for all children's stages of development and they all get the most out of them
- increase opportunities for children who learn better outdoors, particularly boys, to develop their early reading and handwriting skills.

Inspection activities

- The inspector observed staff interactions with the children and the quality of teaching during a range of activities, indoors and outdoors.
- The inspector spoke to parents, staff and children.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation, including children's records, policies and procedures, and evidence of the suitability of staff.

Inspector

Jayne Godden

Inspection findings

Effectiveness of the leadership and management is good

The effective committee oversees the work of the manager who is new in post. They have robust recruitment and induction processes, including ongoing suitability checks, to ensure staff have appropriate skills and knowledge. Safeguarding is effective. The manager implements procedures such as the use of mobile phones effectively. Staff know what to do if they have concerns about a child's welfare and how to report these in a timely way. The committee provides staff with annual appraisals and regular one-to-one meetings to develop their skills and identify training needs. This has a positive impact on the quality of teaching. The manager is improving the monitoring of children's learning to ensure they all make good progress. In addition, she is using a tool to identify children at risk of delay in their speech and working in partnership with other professionals to close any gaps quickly.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The well-qualified staff understand how to extend children's learning. Staff skilfully question children and give them time to think and respond with their ideas. This helps children to reflect on their experiences and to solve problems. Staff successfully model language to help extend children's vocabulary. As a result, children make good progress and learn to talk confidently. Staff make accurate assessments of children's achievements and identify their next steps to help move them on in their learning. Staff give children plenty of opportunities to count and solve mathematical problems. For example, children predicted how many plastic bears would weigh the same as a toy dinosaur. Staff quickly recognise when children are making less progress than expected. They work closely with parents to identify strategies to help children reach their next steps.

Personal development, behaviour and welfare are good

Children have a dedicated key person who focuses on their individual needs. Children develop strong relationships with the staff and other children, which helps to develop their confidence. Staff consistently give children praise and encouragement, which greatly boosts their self-esteem. Staff are good role models for children. They learn how to play cooperatively with one another and staff encourage them to take turns and share. Staff intervene skilfully to provide children with the support they need to achieve and to feel secure. Children enjoy daily fresh air and exercise in the outdoor area. They are encouraged to be independent and to manage their own personal care.

Outcomes for children are good

Outcomes for children are good and they make good progress in their learning and development. Children show high levels of motivation and are keen learners. They develop a good range of skills ready for starting school.

Setting details

Unique reference number	131530
Local authority	Southampton
Inspection number	840855
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	28
Number of children on roll	31
Name of provider	Bitterne Community Pre-School Committee
Date of previous inspection	7 December 2010
Telephone number	07957 987244

Bitterne Community Pre-School registered in 1997. It is located in Bitterne, Southampton. The pre-school is open weekdays from 8.30am until 11.30am and 12.10pm until 3.10pm. The pre-school also has a lunch club from 11.30am until 12.10pm and is able to provide all day care. The pre-school receives funding for free early education for children aged two, three and four years. There are seven staff; of these, one holds a qualification at level 5, five hold a qualification at level 3 and one staff has a qualification at level 2.

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