

# Bitterne Manor Preschool

Bitterne Manor Primary School, Quayside Road, Southampton, Hampshire, SO18 1DP



## Inspection date

19 April 2016

Previous inspection date

3 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 use their qualifications well to provide good-quality teaching. Children explore and choose what to do from the exciting resources and the interesting activities planned by staff. This helps children to be motivated and make good progress in their learning.
- Staff establish strong partnerships with parents. They share information regularly regarding children's progress through, for example, reports and the progress check for children aged two years. This contributes to children's care and learning needs being met successfully.
- Staff are positive role models who encourage the children to share, take turns and play cooperatively with their friends. Children know and follow the routines and are proud of their achievements.
- The manager evaluates the quality and standards of the pre-school thoroughly. She has raised standards in practice since the last inspection. The manager takes account of parents' and children's views and uses these well to shape future improvements.

### It is not yet outstanding because:

- Staff do not regularly focus their teaching sharply enough on promoting every child's next steps in learning. This means that some children do not make the optimum progress of which they are capable.
- Children do not have enough opportunities to use information and communication technology for a range of purposes.

## What the setting needs to do to improve further

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

- focus teaching more precisely on helping children achieve their next steps in learning so that children make as much progress as possible
- strengthen the opportunities for children to explore and operate technological toys and equipment.

### Inspection activities

- The inspector observed activities in the pre-school and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector sampled relevant documentation, including policies and children's assessment records.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Petra Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend relevant training and have a good understanding of procedures to follow if they are concerned about a child. The well-qualified manager supports staff well with regular supervision and provides a strong ongoing programme of professional development to build on their skills. For example, knowledge gained from training that promotes children's communication and language skills has improved outcomes for children. The manager monitors children's progress and has an overview of the development that individual children and groups of children make. She identifies gaps in children's learning and puts plans in place to ensure any gaps are closing.

### Quality of teaching, learning and assessment is good

Staff are good teachers who engage in purposeful interactions with children as they play. They support children's emerging mathematical understanding well. For example, they teach children how to count reliably, and consequently children can say numbers in order as they count how many of them are in pre-school. Children develop the muscles in their hands and fingers as they manipulate dough. They recognise letters and words as they find their name cards when they enter the pre-school and have snack. Children listen well to short stories and join in enthusiastically with rhymes, which helps their language development. However, children have only limited opportunities to use information and communication technology for a range of purposes.

### Personal development, behaviour and welfare are good

Staff provide a welcoming and safe environment for all children. They support children's needs well so that children feel settled and secure. Staff teach children to complete simple tasks, such as washing their hands, which helps to encourage their developing independence in preparation for school. Children learn about how to be healthy. They enjoy healthy snacks and have regular opportunities to be active and to engage in physical play. For example, they run, jump and develop their control, balance and coordination skills well outdoors. Children learn to respect and value diversity through, for example, playing with resources and looking at books that positively reflect differences. Staff praise children's efforts and achievements, helping children to develop their confidence and self-esteem.

### Outcomes for children are good

Staff support children effectively so that all children make good progress from their starting points. Staff make accurate observations and assessments of children. They use this information to plan activities to support their individual needs and help children gain the skills they need in preparation for starting school. However, very occasionally, staff miss the opportunity to promote children's next steps in learning.

## Setting details

<b>Unique reference number</b>	EY265650
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1028769
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Bitterne Manor Preschool Management Committee
<b>Date of previous inspection</b>	3 June 2013
<b>Telephone number</b>	02380633144

Bitterne Manor Preschool registered in 1980. It operates from a room in Bitterne Manor Primary School, in the Bitterne Manor area of Southampton, Hampshire. There are strong links with the school. The pre-school is open from 8.30am until 3.30pm, five days a week, during school term times. It receives funding to provide free early education for children aged three and four years. The pre-school employs six members of staff. Of these, the manager holds a level 5 qualification and five members of staff hold level 3 qualifications.

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