

# Riverside Pre-School

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



<b>Inspection date</b>	25 April 2018
Previous inspection date	3 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The highly experienced management team has a clear and passionate vision for the pre-school and continually aims to fulfil its ethos to be 'simply the best.' Managers constantly reflect on and refine the quality of the provision. For example, through the use of daily reviews and excellent systems to monitor the quality of teaching.
- Staff support children's personal development exceptionally well and place a very strong emphasis on cooperation between children. For instance, children help each other tie up aprons. Staff invest a great deal of time in getting to know children and families well, for example, through home visits. Children build extremely close bonds with their key person and thrive in the staff's care.
- Staff provide a highly imaginative and very well-resourced environment. They constantly review and adapt activities exceptionally well to challenge and motivate every child. Children are extremely eager and inquisitive learners. For example, using magnifying glasses, they observe caterpillars and record how much they have grown.
- Thorough and highly accurate assessments give staff a comprehensive knowledge of children's individual needs. Very high-quality, timely interventions ensure that any gaps in children's achievements close swiftly. Consequently, all children make rapid progress.
- The managers and staff work very closely with parents and other professionals, including childminders and schools, to provide children with a very high standard of consistent care and learning experiences.

## What the setting needs to do to improve further

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

- continue to explore innovative ways to gather the views of children when reviewing the provision.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector talked to children, staff and the management team at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection and through a number of written testimonials.
- The inspector and the manager carried out a joint observation.
- The inspector held a meeting with the manager and deputy manager and sampled planning documentation and a range of other records, including policies and recruitment procedures.

### Inspector

Jacqueline Good

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The management team's extremely robust recruitment and supervision systems ensure a very high-calibre staff team. Excellent and targeted training ensures staff build on their expertise and extend children's learning exceptionally well, particularly in their listening and speaking, where they have made rapid progress. Managers meticulously monitor staff's excellent observations and assessments, and how skilfully they use them to shape children's learning experiences. The management team is extremely reflective and continually involves parents and staff in thoroughly reviewing all aspects of provision. It is aware that it could extend this even further to gather the views of children. Safeguarding is effective. Managers ensure staff have an excellent knowledge of how to implement their robust procedures to keep children safe. Twice daily staff briefings keep staff fully informed of any current safeguarding issues. The management team and staff have a genuine shared vision for achieving and sustaining excellent provision for children.

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

Children thoroughly enjoy the extremely well-thought-out activities that target their learning needs exceptionally well. For example, when cooking biscuits, children select suitable cutters by comparing the size of cutter to the surface area of the rolled out mixture. Staff use the superbly designed environment exceptionally well to support children's independence. For example, children freely access ingredients to make their own play dough, adapting the recipe unaided when the mixture is too runny or too thick. Staff are highly skilled in supporting and extending children's literacy development. For example, they retell stories very well through acting and the use of puppets. This encourages children to remember the sequence of a story and develop a love of books. Children and staff use sign language competently to further extend children's speech and language skills, and encourage them to think and communicate their ideas very well.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Staff are excellent role models and children are exceptionally respectful and polite. Staff very skilfully support children to develop empathy towards each other. For example, every child is asked how they are feeling and children use cotton wool to soothe and 'make them feel better'. This daily activity allows children to voice worries in a safe and nurturing environment, with excellent support from staff. Children's physical skills are extremely well supported. They gain an excellent awareness of their own personal safety and learn to analyse risks. Staff manage mealtimes exceptionally well. For example, they use images to instigate conversations around the table. Children thoroughly enjoy this sociable time.

### Outcomes for children are outstanding

Children are extremely active learners. They are very well motivated, confident and self-assured. They are very effective communicators and gain very good independence. Children have excellent mathematical skills to count, order and solve problems. All children make substantial progress in their development. They develop a vast range of skills and are extremely well prepared for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	131573
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1068471
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Riverside Pre-School Committee
<b>Registered person unique reference number</b>	RP909359
<b>Date of previous inspection</b>	3 April 2014
<b>Telephone number</b>	023 8036 3018

Riverside Pre-School registered in 1995. It operates from an independent unit within Bitterne Park Primary School, Bitterne Park, Southampton, Hampshire. The pre-school is open each weekday during term times from 8am to 3.30pm. There are 17 members of staff, 12 of whom hold an early years qualification at level 1, 2, 3 and 6. The manager holds qualified teacher status. The pre-school also employs four administrators. The pre-school receives funding for free early education for children aged two, three and four years.

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