

Inspection of Bitterne Community Pre-School

Bitterne C of E Infant School, Peartree Avenue, SOUTHAMPTON SO19 7RB

Inspection date: 2 December 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the pre-school and settle quickly as they arrive, showing they feel happy and secure. The manager and staff have high expectations of what children can achieve. They provide an interesting curriculum that builds on what children know and can do and offers them choice. Children are highly motivated to learn and keen to take part in their chosen activities. For example, children developed good hand strength and coordination as they cut up vegetables to make soup, which they ate for snack. Children learned about foods that are good for them and how to use knives safely.

Children learn to share, take turns and behave well. They show willingness to cooperate and follow instructions. At circle time, children sit together and respectfully listen to who is talking. They are very confident and contribute to discussions. For example, when asked to explain the pre-school rules, they said 'we use kind words'. The committee and manager show a strong commitment to providing an inclusive culture. All children, including those with special educational needs and/or disabilities, receive targeted support and make good progress in their development. The manager uses additional funding received for some children carefully, to help them reach their full potential.

What does the early years setting do well and what does it need to do better?

- Staff have a good understanding of how children learn and develop. They encourage children to persevere with tasks and develop a strong sense of pride in their own abilities. Two-year-old children are excited to learn new skills, such as blowing through straws to make bubbles in water.
- When children join the pre-school, staff focus on helping them to feel emotionally secure. For example, staff visit children in their homes before they start and provide good settling-in procedures. As a result, children form strong bonds with their key person and settle quickly. However, detailed information is not gathered about children's achievements and skills when they first start, so that staff can help them make good progress from the outset.
- Staff respond promptly to any delays in children's learning and development and liaise with other professionals to ensure they support children effectively. As a result, any gaps in children's development are narrowing quickly. There is a strong emphasis on children acquiring the underpinning skills they need to develop good speech and language skills. For instance, children take part in many activities that promote their capacity to listen and pay attention. They frequently recite rhymes and sing songs that staff teach them. Children's ability to communicate and use a broad range of language is increasing rapidly, including those who speak English as an additional language.
- Children benefit from spending lots of time in the garden where they develop

good levels of physical skills. They learn how to keep safe as they use equipment. Staff ensure internet-enabled devices are safe and suitable for children to use. However, they have not considered how to teach children about keeping themselves safe when using digital technology and the internet.

- Staff work effectively with parents to promote children's independence in toileting and to ensure their good health. Parents say they are very happy with the high levels of care their children receive and the good progress they make. In particular, they notice their children are talking more and enjoy singing songs. Parents are well informed of their child's progress and staff give information on how they can support their child's learning at home.
- Regular evaluation helps the committee and manager to constantly raise the quality of the setting. The manager recognises and values the strengths that each staff member brings to the pre-school. She carries out regular supervision meetings with staff and helps them target areas to further their professional development. Staff successfully use the knowledge and skills they gain through training to help raise the already good quality of teaching. For example, they use signs as an additional method to help them communicate with children. Staff work very well as a team. They say they enjoy working at the pre-school and feel well supported.
- Staff successfully help children to learn about their community and the wider world. During the inspection, a firefighter visited and the children were fascinated as he talked about his work and how he helps people.

Safeguarding

The arrangements for safeguarding are effective.

The provider, which is the committee, ensures all committee members and staff are suitable to hold their positions. They follow robust recruitment procedures and carry out the relevant checks for new staff. Newly appointed committee members are booked to attend training to help develop their understanding of safeguarding. Staff have a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. They respond appropriately and report to relevant agencies when they have a concern regarding a child or an adult. All staff attend regular safeguarding training to help them keep up to date with current safeguarding requirements and statutory duties.

What does the setting need to do to improve?

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

- work even more closely with parents to gather detailed information regarding children's achievements and skills when they first start, to help support children's learning from the outset
- explore ways to help children develop a greater understanding of how to keep

safe when using the internet and digital technology.

Setting details

Unique reference number	148865
Local authority	Southampton
Inspection number	10108496
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	50
Number of children on roll	77
Name of registered person	Bitterne Community Pre-School Committee
Registered person unique reference number	RP522717
Telephone number	023 8042 2233
Date of previous inspection	28 November 2014

Information about this early years setting

Bitterne Community Pre-School registered in 2001 and is managed by a voluntary management committee. It operates from a classroom in the grounds of Bitterne Primary School, in Bitterne, Southampton. The pre-school is open each weekday during term time. Sessions run from 8.30am to 3.30pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are 14 members of staff who work with the children. The manager holds early years professional status, and 12 of the remaining staff hold appropriate qualifications between levels 2 and 6.

Information about this inspection

Inspector

Jacqueline Munden

Inspection activities

- The inspector spoke to the chairperson of the committee, staff, parents and children throughout the inspection at appropriate times to gather their views on the setting.
- The manager and the inspector completed a learning walk to understand how the early years provision and the curriculum are organised.
- A sample of documents was reviewed, relating to children's progress and to staff suitability, including evidence of the suitability checks and paediatric first-aid qualifications.
- The inspector observed children and staff taking part in a range of activities and completed a joint observation of staff practice with the manager, to assess the impact this has on children's care and learning.

We carried out this inspection 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.

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