

Mansbridge Community Pre-School

Inspection report for early years provision

Unique Reference Number	131544
Inspection date	07 December 2007
Inspector	Jacqueline Munden
Setting Address	Mansbridge Primary School, Octavia Road, Southampton, Hampshire, SO18 2LX
Telephone number	02380 516 525
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Registered person	Mansbridge Community Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Mansbridge Community Pre-School opened in 1999, but moved to its present building in January 2000. It operates from a purpose built building, attached to the neighbouring primary school, in Mansbridge, Southampton. Toilet facilities are shared with the reception children in the school. There are several enclosed outdoor play areas.

The group is run by a voluntary management committee and serves the local community. A maximum of 18 children may attend at any one time. The pre-school offers sessional care and opens five mornings a week during school term time. Sessions run from 9:00 - 11:30.

There are currently 14 children aged from two to five years on roll. Of these, 12 children receive funding for early education. The setting welcomes children who have disabilities and/or learning difficulties and who speak English as an additional language.

There are three members of staff working with children, two of whom have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play a positive role in keeping themselves healthy and learning about healthy living through the daily routine and planned topics. Children learn about good hygiene practices and follow personal routines, such as washing their hands after toileting, after playing in the sand and paint, and before eating, they use and dispose of tissues to wipe their noses. Children are developing good self-care skills as they attempt to do up their buttons on their coats, dress themselves in role-play and help to tidy things away. They discuss the need to wear coats to keep themselves warm and dry on cold and rainy days and regularly talk about foods which are good for them.

Most practitioners are trained to deal with medical emergencies and first aid kits are available. Accidents and the administration of medication are recorded appropriately.

Children benefit from a variety of healthy and nutritious snacks and the very relaxed atmosphere of snack time. Their social skills benefit greatly from sitting together and chatting and they develop independence as they pour their drinks. They enjoy tasting various fruits and foods from different countries. Children can access water at all times. Details of children's dietary requirements are obtained from parents.

Children take part in a wide range of activities which promote their physical development and coordination skills both in and outdoors. They benefit from the regular access to the safe and well planned outdoor areas no matter what the weather. They relish the many opportunities to practice a variety of skills such as climbing and jumping as they use large equipment. They dig and mix as they make 'mortar' when building with wooden blocks. They run around, throw balls and develop spatial awareness as they manoeuvre wheeled toys around. Indoors children take part in music and movement sessions where they learn to control their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pre-school operates from a room within the school. It has an enclosed outdoor play area that is constantly used as an extension of the learning environment. Children benefit from regular access to other areas outside shared with the school that allows for further exploration and play. The room is bright, colourful and stimulating where children's own work and creations are displayed on the walls and from the ceilings creating a child friendly environment. Children are escorted as they visit the toilets also shared with the reception year to ensure their safety. Children freely access a broad range of play equipment and resources suitable for their individual ages and stages of development.

Children benefit from a safe environment because practitioners implement effective procedures for checking the premises are safe, and for the collection of children. The high ratio of vigilant staff working with the children ensures they are well supervised but given the freedom to move around and explore all areas of the setting in safety. Children learn to identify dangers and keep themselves safe. For example, they help to mop up spillages and are reminded not to put too many things out on the floor in case others fall over them. They practise fire drills regularly and are reminded to be careful when riding their bikes and running around the garden in case

they bump into each other. Access to the provision is monitored and secure systems are implemented to ensure records are held on most visitors to and from the provision.

Children are protected and safeguarded from harm because practitioners have a clear understanding of child protection issues and would know how to implement the settings and local child protection procedures. They would recognise the possible signs of abuse, and existing injuries are recorded, helping to protect the children who attend. This ensures children are fully protected whilst at the pre-school.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well cared for. They settle quickly as they arrive and become involved in the stimulating learning environment. Children are confident as they move around freely indoors selecting the activities they wish to take part in. They enjoy the adult led group times and enthusiastically join in the music and movement and instrument sessions. Children are secure and settled and form positive and caring relationships with each other and practitioners. Most have high self-esteem enabling them to express themselves well. Key workers know the children and their families well. This ensures their needs are met well including those with additional needs. Children aged under three years are well supported by skilled practitioners that have an understanding of the Birth to three matters framework. Their progress is monitored and shared with parents.

Nursery Education

The quality of teaching and learning is good. Children are progressing well because practitioners have a secure understanding of how children learn. Practitioners have a good knowledge of the Foundation Stage and stepping stones and adapt teaching techniques according to the age and ability of the child. They use open ended questions to make children think and observe children's progress throughout the sessions. Practitioners know the children very well and generally, records are maintained of children's progress. However, some are not kept fully up to date and are not monitored. Therefore it is not always possible to track every child's progress. Practitioners make plans of activities to ensure all areas of learning are included but play is mostly led by the children themselves using their interests and ideas. Therefore, children are more interested in their learning. Skilled staff build on children's ideas and find ways to increase their learning in all areas. Plans have been adapted to include activities based around the interest in building that some children have. Children are absorbed in mixing mortar using sand, gravel and water. They use real tools such as a trowel to apply the mix to join wooden blocks. Short lengths of drain pipes and guttering are provided and children make water channels with these. Children talk about putting the roof on as they get more involved in their role play. Children's vocabulary is being extended and they learn about how materials change when they are combined.

Children are confident speakers and converse easily with adults and each other. They practise pencil control at the writing table and role play areas. Children are beginning to recognise their name as they self register on arrival. Children sit and concentrate well as they listen to stories. Practitioners make these sessions more interesting by using props. Children are confident in using numbers and counting. Practitioners make the most of every day situations to allow children to solve problems. For example, the relaxed snack time allows children plenty of time to work out problems such as do we have enough, how many more do we need? They use tape

measures and rulers in their role play as builders. Practitioners help to count and draw diagrams of objects they measure with the measurement then written down.

Children learn about the world around them through practical activities. They help prepare a melon for snack, the seeds are kept to be used for use in the art area. A project looking at light is used to celebrate Diwali; children explore with torches and candles. Children explore and investigate with a range of materials and resources; paint, sand and water are available on a daily basis. Children have many opportunities to use their own imagination when creating art work as they use recyclable materials to create models. For example, a child decides to make a rocket. A practitioner provides a box of resources and she helps him to create his model. He makes choices of what to use, where to put things and how to fix it together as he develops his design making and creative skills. The practitioner extends this further as she helps develop his number skills as they count down from five to zero and blastoff. He uses his imagination as they watch it take off and climb into the sky and talk about where it is going. The child is fully engrossed in his play and enjoys a valuable learning experience. Children are intrigued as they squeeze of drop ink into water and watch as the colours merge. Children are confident in using the computer and control the mouse to complete simple programmes. Children enjoy using musical instruments to join in with familiar songs. Practitioners make a game of differentiating between sounds as one child sits behind a screen and plays the instrument. Children listening are asked to use their ears and say what it is. They call out excitedly when they realise it is the triangle. Children use a wide range of resources and equipment that helps them develop small muscles and dexterity. They use scissors and tools for cutting dough; the tool box provides real tools such as spanners as well as play tools such as screwdrivers and hammers. Children concentrate hard as they turn the screws into foam blocks.

Helping children make a positive contribution

The provision is good.

Practitioners give high regard to ensuring children develop high self esteem. Children are valued as individuals and are given opportunities to participate in all activities. The pre-school has effective arrangements in place to care for children with learning difficulties and/or disabilities and those who speak English as an additional language. Individual plans are devised for those who need them and trained staff work with other professionals to support children and their families. Children receive lots of praise and encouragement for their efforts. Many develop secure and trusting relationships with practitioners, although some who are not brought to the setting regularly, take time to settle each time they do arrive. Children are learning what is expected from them because they receive clear, consistent messages from the practitioners who gently remind the children what is acceptable.

Children learn about themselves, their environment and the world around them. They talk confidently about their friends and families and learn about people in other countries through planned activities and by using a range of play equipment and books that promote diversity. Children enjoy visits from the emergency services and the book bus. Children's spiritual, moral, social and cultural development is fostered.

Children benefit because practitioners establish good, informal and friendly relationships with their parents. Information about the pre-school is provided to parents via the prospectus, policies and procedures, newsletters and notice boards. Parents find practitioners approachable and feel able to discuss any issues which may arise. Children benefit from parents commitment to supporting and playing active roles within the management committee. The partnership with parents of children who receive nursery education is good. Parents receive information regarding

the Foundation Stage and the curriculum via the newsletter and the plans that are displayed on notice boards. Children's individual progress and achievements are discussed mostly during handover time; parents are invited to meet their key worker to discuss their child's progress and add their comments to the records. Although few parents take up this opportunity. Parents have opportunities to become involved in their child's learning as they are invited to help in the setting and to share books with their child from the pre-school library scheme.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. All areas of the pre-school are well organised ensuring children are happy and settled. The organisation of both their care and education ensures that they are well protected and making sound progress in their learning. Children benefit from the enthusiastic and knowledgeable practitioners who work closely with the committee; they are committed to improving the care and education of children. The system for vetting staff and members of the committee is in the process of being updated to ensure the roles and responsibilities of who carries out checks is made clearer. Space is well organised allowing children to move around and choose their own activities in safety. The team move the different areas for play to meet the needs and interests of children at the time. For example, the book corner has been made bigger and more comfortable. Outdoor space is used effectively to enhance children's learning. Children are actively involved in enjoyable and purposeful activities at all times. Resources are laid out in readiness for children's arrival and varied throughout the session to provide even more choice. The wide range of policies and procedures promote children's care, safety and well being.

Leadership and management for nursery education is good. The committee and staff work effectively as a team to provide good quality education for children. The practitioners are involved in evaluating the practice of the setting regularly through discussions at meetings, by completing self evaluation forms and by seeking opinions of parents. They encourage parents to be involved by inviting their comments and holding social events.

Improvements since the last inspection

At the last Children Act inspection recommendations were made to ensure staff develop their knowledge and understanding of child protection procedures and of dealing with children with challenging behaviour, ensure the administration of checks relating to the suitability of staff and committee members are carried out by the nominated person ensure that emergency treatment consent forms are sought from parents.

Practitioners have attended training in behaviour management and child protection. They use appropriate methods, such as distraction and discussion when dealing with children that demonstrate unwanted behaviour. Children respond well and are learning to talk and negotiate with others. For example, when taking turns using the computer. Practitioners are clear about their roles and responsibilities in safeguarding children. The policy is shared with parents. Children are protected as suitability checks are conducted on all adults involved with the children but the system is still in the process of being clarified. Practitioners are able to respond appropriately in a medical emergency as parental consent is obtained to seek treatment and advice within the registration process.

At the last education inspection the key issues raised were to develop further teaching strategies to encourage children's positive behaviour and to allow their greater personal independence,

to re-organise the session to ensure that children do not spend too long on continuous whole group activities and are able to access physical play earlier or more freely, and to devise written information for parents relating to the curriculum.

Practitioners have made changes to the session that allow children to access the outdoor areas almost freely; group times are made interesting, for example, practitioners use props at story time. As a result children generally behave well because they are interested in their learning. Children show great independence as they use the toilet and put on their coats themselves to go out to play. This is because practitioners recognise the benefit of spending time with children helping them to learn the skills to things for themselves. Parents are informed of the curriculum as plans are displayed and ideas to help children are included in the newsletters. This helps parents become involved in children's learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop and implement an appraisal system for staff.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make sure assessment records reflect children's true capabilities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk