

Mansel Minis Community Pre-School

Inspection report for early years provision

Unique Reference Number	131545
Inspection date	22 November 2007
Inspector	Alison Large
Setting Address	Mansel Park Primary School, Culver Close, Southampton, Hampshire, SO16 9HZ
Telephone number	023 8070 1546
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Registered person	Mansel Mini 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?

Mansel Minis Community Pre-school is a committee run pre-school. It opened in 1997 and operates from a room on the site of Mansel Infant school in the Millbrook area of Southampton. It serves the local area. A maximum of 25 children may attend the pre-school at any one time. The group is open each weekday from 09:10 to 11:40 and 12:15 to 14:45 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 41 children from two years nine months to five years on roll. Of these, 30 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs seven members of staff. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to understand the importance of good personal hygiene, as they learn to wash their hands at appropriate times, for example, after using the toilet and before eating and are able to talk about getting rid of the germs when washing. Children benefit from the good hygiene procedures in the pre-school, which are implemented effectively by all staff. This helps keep the children healthy and protected from the spread of infection. Accident and medication records are in place and most are maintained well. Most of the staff team have current first aid certificates, which ensures the children will receive appropriate treatment in an emergency.

Children are learning about the importance of healthy eating through daily routines and the group's healthy eating policy. The pre-school provides a variety of healthy choices for the children at snack time, including fresh fruit. Children are able to access milk or water at snack time and staff support younger children in beginning to develop their independence.

Children have good opportunities to engage in daily physical activities. They benefit from a good range of challenging activities and show high levels of confidence as they climb on the apparatus. They are able to access a good range of outdoor play including wheeled toys, hoops, bats and balls and can practise moving their bodies in a variety of ways.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming environment. Children learn to keep themselves safe; the provision is well laid out with child height furniture and resources, to allow children to move around safely. Staff welcome both parents and children when they arrive and children settle quickly as they engage in the many stimulating activities. There are appropriate facilities in place to meet the needs of all children, such as a comfortable book corner where children are able to relax. The developmental needs of the children are met by the variety of equipment that is made available to them. Staff provide the children with a good balance of learning opportunities.

Children benefit from a safe and secure environment, staff are vigilant about children's safety, they talk to the children about safe practice, for example, they know they must not run in the pre-school. Fire drills are practised regularly, which ensures children have a clear understanding of what to do in emergency evacuation situations. However, the visitors' book is not maintained as required and all visitors are not always recorded, which means children's safety is not fully safeguarded. Children are well protected because staff have a good knowledge of child protection issues and recognise their roles and responsibilities. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the setting's responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the organisational skills of the staff team; they arrive before the children, to set up the morning's activities. Children delight in their time at the pre-school and are able to freely access resources, some of which have been set up for them around the room. They show good levels of independence, and are encouraged by staff. Children enjoy the exciting

environment, they are eager to try new things and participate in the range of activities on offer. Children are happy and settle quickly on arrival, talking openly about their own experiences. Staff know the children well and are able to ask open ended questions, encouraging the children to share their ideas and thoughts with confidence.

Nursery Education

The quality of teaching and learning is good. Children relish their time at the pre-school and make steady strides in their development because the staff have a good understanding of how children learn most effectively. Staff have a good knowledge of the Foundation Stage and the early learning goals and show an awareness and familiarity with each area of learning, helping ensure children make steady progress across the board. The staff team work well together, and share in planning the curriculum. However, the planning does not make clear how staff allow for the differentiation within the activities, providing the more able children's learning to be fully extended, while effectively supporting other children to achieve the learning intentions.

Children are making good progress towards the early learning goals in all areas. Children's social skills are developing well, they are keen and eager to join in all the activities, asking questions and showing curiosity. They know the rules of the setting well and confidently tidy away at appropriate times. Children's vocabulary is developing well, they understand that text has meaning as they handle books and make good use of the book area. Children enjoy playing with the phonics puppets and some are able to sound out the letters. They have opportunities to explore emergent writing in their everyday play as they can access a variety of paper and pencils from the writing area.

Children develop an understanding of mathematical concepts through everyday activities. Children count confidently up to and above 10 throughout the day, they use mathematical language with confidence, talking about shape, size and quantity during their play. They use their imaginations well during role-play and art and craft activities. For example, the children love creating paintings at the easel and enjoy making collages with a variety of materials, at the inspection they also enjoyed the water play where they were able to blow bubbles with straws. Children enthusiastically join in with familiar songs and rhymes and take part in the actions. Children have access to a computer suite where they enjoy controlling the mouse and interacting with a variety of computer programmes. They develop confidence in using a camera and are able to take photographs of their achievements, which gives them a sense of pride.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Staff have a clear understanding of equal opportunities and children benefit, because they have equal access to the vast array of resources, activities and staff attention, helping them feel valued and respected. Children are treated as individuals and staff take time to get to know each child and their families well, helping to build strong relationships. Children have access to a range of multi-cultural resources throughout the pre-school, developing their understanding of the world around them.

The pre-school supports children with learning difficulties and/or disabilities. The settings special educational needs co-ordinator has attended training and has an understanding of her role. Children with English as an additional language are also supported and at the time of the inspection a Polish translator was attending the group weekly to support the Polish children who attend, helping them to settle and become confident in the group. Staff manage the

children's behaviour consistently and with a calm and relaxed approach. Clear rules and boundaries are in place, ensuring the children know exactly what is expected of them. Children are beginning to understand right from wrong and behave well because staff give clear explanations, relative to each child's level of understanding.

Partnership with parents is good. Staff establish and secure the links between home and pre-school, ensuring parents are involved in their child's learning. Parents receive regular information, they have access to their child's progress records and staff keep them informed of relevant information through the group's newsletter, helping to build good links with home. Parents feel staff are friendly and approachable and they are able to discuss issues with the staff at any time. Information regarding the nursery education is displayed on the notice board, detailing plans which show links to the early learning goals.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Daily routines are organised well and run smoothly. The children move freely from one activity to another, which ensures they are fully occupied, interested and stimulated throughout the session. Staff deployment is effective, enabling staff to provide support and supervision, for all the children. Children are protected because policies and procedures are implemented effectively. Documentation is mostly maintained to a high standard and is readily available for inspection at any time. However, on the day of inspection some records had not been updated as required and confidentiality was not fully maintained.

Leadership and management is good. The committee supports the staff team and clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The setting assesses its own strengths and weaknesses through monitoring and reviewing practice as a whole. The staff team work well together, providing a vibrant environment for the children. The whole staff team are responsible for planning the curriculum and the delivery of the nursery education. However, planning and evaluation of activities does not show how activities can be adjusted for the less or more able children. Children benefit from the experienced staff, who are committed to ensuring the quality of care and education is continually improved for all the children.

Improvements since the last inspection

At the last Children Act inspection the group were asked to ensure admissions, equal opportunities and complaints policies are updated in line with current guidance; to ensure that all areas of children's learning are promoted, with particular reference to mathematical development; to ensure that fire drills are carried out regularly and that all staff and children understand the procedure; to ensure that parents are aware of the opportunity to be involved in their children's care and education within the setting; and to ensure there is an induction process in place for new staff. Since the last inspection the pre-school have updated all their policies to ensure they are in line with current guidance, they have ensured all areas of learning are covered in their planning and made parents aware they can be involved in their child's learning. A staff induction procedure is now in place and fire drills are carried out regularly to ensure children and staff are aware of what to do if there was an emergency.

At the last Nursery Education inspection the group were asked to develop a planning system to include all aspects of mathematical development, outdoor play, music and dance activities,

to ensure that all children can participate and make progress in these areas of learning; to increase the opportunities for children to use a range of tools and techniques during creative activities and when designing and making; and to use everyday routines to encourage children's independence and enable them to practise their counting and problem solving skills. Since the last inspection the pre-school have met all the recommendations made, staff have changed their planning and ensure all areas of learning are met. Children are beginning to develop their independence and have access to a good range of tools and resources for creative play. Mathematical development is included in daily routines and children are able to practise their counting.

Complaints since the last inspection

Since 1 April 2004 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.

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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):

- ensure an accurate record is kept of all visitors including contact details
- ensure documentation and records are kept updated and confidentiality is maintained

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):

- develop the evaluation of the planning and activities, to demonstrate how activities can be differentiated for less or more able children ensuring sufficient challenge is provided

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