

# Mansion House Preschool Playgroup

Inspection report for early years provision

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**Unique reference number**

EY381606

**Inspection date**

30/09/2009

**Inspector**

Sue Vernon

**Setting address**

St. Patricks RC School, Lacock Road, CORSHAM, Wiltshire,  
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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Mansion House Pre-school Playgroup registered in 2009 on the present site, although the group has been established for forty years. They operate from their own sole use building which is a bungalow in the grounds of St Patricks RC School in Corsham, Wiltshire. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children in the early years age range may attend the group at any one time. There are currently 45 children in the early years age range on roll. The group provides places for funded early years education.

Mansion House Pre-school Playgroup is a community group, run by a parent committee. The group employs nine members of staff, of whom six are permanent staff. Two members of staff are full time. Two staff hold NVQ level 4 and three hold NVQ level 3 and one has NVQ level 2.

The group is open five days a week during school term times. Sessions are from 9.15am until 12.00; lunch club is held daily from 12 noon to 1pm and afternoon sessions run from 1pm to 3.45pm. Children can also attend for full day care sessions from 9.15am until 3.45pm which includes lunch club. The playgroup holds Rising Stars sessions for children going on to school which start at the beginning of the Spring term for two terms.

Mansion House Preschool Playgroup supports children with special needs and children with English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the group. The staff team work effectively in order to get to know each child's care and welfare needs and plan carefully with parents how to meet them. This helps both children and parents feel secure. The group use some systems for the self-evaluation of their practice and are very committed to driving improvements although some areas for further development, particularly in the planning and delivery of the Early Years Foundation Stage (EYFS) have not been fully addressed as yet.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all required policies and procedures are freely available to all parents
- ensure starting points, observations and planning link effectively to promote progress for all children in the Early Years Foundation Stage
- further develop systems for ensuring that all children are consistently challenged and moved forward through all the areas of learning

## **The effectiveness of leadership and management of the early years provision**

The management of the group ensure that procedures are in place for ensuring the suitability of staff employed in the group. These include taking an employment history, references and obtaining a police check. Both new staff and volunteers are monitored and made aware of their roles which supports children's safety. There is a designated person in place for dealing with child protection issues who has received appropriate training. Staff follow the required procedures should any concern arise which safeguards children. A written safeguarding policy is in place, which includes the course of action to be followed should any allegations be made against adults although this policy along with other key ones are not routinely made available to parents.

Building warm relationships with parents is given a high priority by all the staff team. Settling-in visits are encouraged with parents able to tailor these to the needs of their child. Notice boards and regular newsletters supplement the daily friendly verbal discussions as parents are warmly greeted before and after sessions. Parent helpers are encouraged to spend a session in the group on a rota which helps build understanding of routines and procedures. Parents value the friendly and caring approach that their children receive. They know that they can view the records of children's learning progress at both arranged times or informally on request. Links with agencies and other providers of the EYFS are in place with meetings and discussions which builds consistency for specific children with their care and learning needs. Children with English as an additional language are supported as staff learn some words in their home language and invite parents to share songs and information with the children.

The staff team hold regular meetings and discussions to evaluate their provision. They value developing their knowledge and seek both advice and training from the local authority support services. They attend training sessions to help with developing their knowledge though some areas such as assessing the effectiveness of their learning programme have not been fully covered. The two rooms offer a wide range of bright and attractive resources that satisfactorily support the learning areas. Children learn about the value of differences through activities relating to different festivals and a satisfactory selection of resources including some books, posters and puzzles.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy daily exercise in the enclosed garden and extend their physical skills as they use wheeled toys, climb slides and crawl in tunnels. They develop independence as they pour themselves drinks of water when thirsty. Any special dietary needs are known and supported as staff offer a variety of snacks with water or milk at break time. Children independently follow routines that support sound hygiene practices such as regular hand washing. Parents are made aware of

the sickness policy that helps prevent children from possible cross-infections. Children play in a safe and secure environment as all areas are risk assessed and made safe. Staff ensure access to the sole use building is monitored carefully. Children learn about keeping themselves safe as staff remind them how to safely use a slide and take their turn. Fire safety has been addressed and children learn about emergency evacuation through fire drills.

Children choose independently from a variety of activities during free play, such as small world play, home corner activities and creative play with painting or dough. In addition, staff arrange some adult-led activities such as mixing ingredients to make coloured dough which helps them learn about changes. Children learn about numbers as they count at register time and fix number tiles together to make a hop scotch grid. Staff help children extend their thinking as they ask 'what might happen next' as they play with dry sand and water. Children are supported in problem solving as they try fitting train track together. They learn about technology as they use radio-controlled toys and tape machines independently. Children are encouraged to recognise letter shapes as they find their own name cards and have opportunities for mark making with pens and paper and creative play with shaving foam. They enjoy daily stories and learn how to use books such as simple reference books for nature discussions. Observations are made for children's learning records but these do not always accurately identify each child's next stage of learning challenge across all areas of learning. Consequently planning does not consistently reflect each child's learning needs or reflect consistent practice across both rooms of the group.

Children behave well, working co-operatively with each other as they play and share resources. They work together as they tidy up play resources and listen to the calm guidance from the staff team which helps them learn behaviour boundaries. Staff work with other agencies in order to support children with extra needs and think about how to ensure all may be included in the play opportunities.

All relevant policies necessary to support children's welfare are in place and are being updated. Records such as those relating to accidents and medication are in place and retained as required. Staff ratios are met and staff hold suitable first aid training which supports children's well-being. The staff team plan well to support new children, giving comfort and reassurance to aid them separate from parents/carers.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met