



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 131545

DfES Number: 557728

INSPECTION DETAILS

Inspection Date 26/01/2004
Inspector Name Alison Jane Kaplonek

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Mansel Minis Community Pre-School
Setting Address Mansel Infant School
Culver Close, Millbrook
Southampton
Hampshire
SO16 9HZ

REGISTERED PROVIDER DETAILS

Name The Committee of Mansel Mini Community Pre-School

ORGANISATION DETAILS

Name Mansel Mini Community Pre-School
Address Culver Close
Southampton
Hampshire
SO16 9HZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Mansel Minis Community Pre-school has been open since 1997. It operates from a room on the site of Mansel Infant school in the Millbrook area of Southampton. The pre-school serves the local community.

The group currently has 35 children on roll. This includes 22 funded 3-year olds and 9 funded 4-year olds. Children attend for a variety of sessions. The group supports children who have special needs and for whom English is an additional language.

The group is open for 9 sessions a week: Mon, Wed, Thurs and Friday 9:10 until 11:40 and Mon- Friday 12:15-2:45, term time only. Seven staff work with the children. Four have early years qualifications or are working towards these. The setting receives support from a teacher/ mentor from the Early Years Development and Childcare partnership.

How good is the Day Care?

The Pre-school provides care of a good quality for children.

Staff provide a warm and welcoming environment. They have good relationships with the children and enjoy their contact with them. They make sure that space is used well and that children can easily access the toys and resources. The pre-school has a good range of equipment and furniture which supports the needs of the children. Staff are aware of the need to keep all records relating to children in a confidential manner. However, additions to some documentation are needed. Currently there is no induction process in place for new staff.

The pre-school have comprehensive health and safety policies in place and staff are aware of risks and hazards. Fire drills are carried out, but need to be more frequent, to ensure that all staff and children are aware of the procedure. Staff deploy themselves well and maintain confidential records of accidents, medication administered and any incidents of challenging behaviour. Staff work closely with other agencies to protect the children and support those who may need extra help.

Staff provide healthy and nutritious snacks.

Staff ensure that children have access to a wide range of resources and activities which support their learning in most areas, although there are some gaps. Staff know the children well and enjoy their company. They provide good support for all children, including those with special needs, and treat all children with respect and kindness.

Staff work closely with parents and other agencies to support the children. Parents have access to all policies and procedures. The pre-school has a parental involvement policy which states clearly that parents can be involved in the care and education of their children if they wish. However, this needs to be implemented and extended.

What has improved since the last inspection?

The pre-school have made good progress since their last inspection. They now keep accurate medication records for all children and these are signed by parents. An incident book is now kept and is used appropriately to record any issues of concern which the staff may have regarding the children's behaviour or protection.

What is being done well?

- Staff have good relationships with the children and enjoy their company. They provide good support for all children, including those with special educational needs. Children have access to a wide range of resources and activities to support their learning.
- The pre-school make good use of the space available and children have access to toys, furniture and equipment which support their needs. Resources are clearly labelled and easily accessible to the children.
- The pre-school have comprehensive health and safety policies in place. Staff deploy themselves well and are aware of risks and hazards. They maintain confidential records of accidents and any medication administered.
- Staff provide healthy and nutritious snacks and drinking water is always available.
- Parents have access to all policies and procedures and other useful information regarding child care. The parental involvement policy clearly states that parents are welcome to be involved in the care and education of their children if they wish.
- Staff work closely with parents, school and other agencies to support children who they have identified as needing extra help.
- Staff act as good role models and treat the children with respect and kindness. They keep confidential records regarding incidents of challenging behaviour and staff work closely with Social Services to protect vulnerable children.

What needs to be improved?

- the admission, equal opportunities and complaints policies to ensure that they are in line with current guidance
- the priority given to areas of learning, to ensure that all are promoted, with particular reference to mathematical development
- the induction process for new staff
- the frequency of fire drills

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure there is an induction process in place for new staff.
3	Ensure that all areas of children's learning are promoted, with particular reference to mathematical development.
6	Ensure that fire drills are carried out regularly and that all staff and children understand the procedure.
12	Ensure that parents are aware of the opportunity to be involved in their children's care and education within the setting.
14	Ensure admissions, equal opportunities and complaints policies are updated in line with current guidance.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Mansel Minis Community Pre-school is a caring and welcoming pre-school. Provision is acceptable and is of good quality overall. Children make generally good progress towards the early learning goals. Their progress in communication, language and literacy is very good.

The quality of teaching is generally good. Staff provide good support for all children, including those with special needs or for whom English is an additional language. Staff deploy themselves well and take clear responsibility for particular aspects of the daily routine. They are good role models and enjoy the company of the children. Staff plan a varied range of activities to help children learn. However, plans for some areas of learning need to be extended in particular in maths, physical development, creative development particularly in music and dance. Opportunities to encourage children's independence and use of tools during creative or making/designing activities are sometimes limited.

Leadership and management is generally good. Staff are effective in identifying the strengths and weaknesses of the pre-school and are committed to improvement. The committee is supportive of the staff and enable them to purchase resources and equipment as required.

The partnership with parents and carers is generally good. Information about the pre-school, such as policies; procedures and plans are provided for parents to see, if they wish. A written report regarding children's progress is given to all parents.

What is being done well?

- Children's communication, language and literacy is very good. They are confident speakers and converse easily with adults and each other. They enjoy listening to stories and rhymes in both small and large groups. Children are beginning to recognise the sounds and shapes of letters and words. Some children are beginning to write recognisable letters.
- Children's personal, social and emotional development is good. They have good levels of confidence and self-esteem and relate well to adults and each other. The children learn to share and take turns.
- Children enjoy completing simple programmes on the computer and use it accurately and confidently.
- Children are making generally good progress in most other areas of learning. They are provided with a good range of resources and planned activities.
- Staff provide good support for all children, including those with special needs. They make continual observations of the children and use these assessments for their future planning.

What needs to be improved?

- the opportunities to encourage children's independence and opportunities for counting and problem solving, during routine activities, such as snack time and when lining up
- the focus on all areas of mathematical development
- the opportunities for children to use a range of tools and techniques during creative activities and when designing and making
- the planning of outdoor play, music and dance, to ensure that all children are able to participate and make good progress in these areas of learning.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. Children take part in a wide range of structured activities, if they wish, and these are well monitored to ensure that children have time to finish. New tapes of rhymes and songs with which children are familiar, have been purchased.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have good levels of confidence and self-esteem. They relate well to adults and each other and children learn to share and take turns. They know right from wrong for example lining up without pushing. However, there are some missed opportunities during snack time to encourage children's independence such as when pouring drinks, handing out snacks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They converse easily with adults and each other. They listen to, and enjoy, stories and rhymes in small and large groups. They are beginning to recognise the sounds and shapes of letters and words which have meaning for them for example their names. Some children are beginning to write recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are beginning to count(to three), and some children recognise a few numbers. Children learn about shape, sizes and patterns during table games. Staff sometimes use mathematical language when talking to the children, such as big, small. However, children are not progressing as well as expected in all areas of mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are interested to find out about changes in living things such as sunflowers or themselves. Children talk about their environment, families and events in their lives such as people who help us, and members of their families. They enjoy using the computer and are accurate and confident. However, children have few opportunities to try a range of tools and techniques when designing and making.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with increasing control and co-ordination. They have an awareness of a range of healthy practises such as hand washing and discussing foods which are good for them. Children explore with a range of materials such as dough; sand; clay. However, staff do not plan outdoor play sufficiently to enable all children to be included.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use their imaginations well in art, role play and stories. They use their senses to explore and respond to colour and texture for example dough, collage. However, children have limited planned opportunities to use their imaginations during music and dance activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- 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
- increase the opportunities for children to use a range of tools and techniques during creative activities and when designing and making
- use everyday routines to encourage children's independence and enable them to practice their counting and problem solving skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.