



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131544

DfES Number: 539296

INSPECTION DETAILS

Inspection Date 11/02/2004
Inspector Name Loraine Wardlaw

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Mansbridge Community Pre-School
Setting Address Octavia Road
Southampton
Hampshire
SO18 2LX

REGISTERED PROVIDER DETAILS

Name Ms Susan Ward

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Mansbridge Community Pre-School opened in September 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.

The group is run by a voluntary committee and serves the local community. There are currently 21 children from 2 to 5 years on roll. This includes 15 funded 3-year olds and 6 funded 4-year olds. Mansbridge pre-school supports children with special needs and children who speak English as an additional language.

The pre-school offers sessional care and opens 5 mornings a week during school term time. Sessions run from 9.00- 11:30.

Three staff work with the children, two of whom have early years qualifications. The pre-school receives support from the pre-school learning alliance and teachers from the Early Years Partnership.

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

How effective is the nursery education?

Mansbridge community pre-school provision is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. Children are making very good progress in knowledge and understanding of the world and creative development, and generally good progress in all other areas.

The quality of teaching is generally good. Staff interact with children well, extend their learning, setting realistic challenges. Staff are positive about managing children's behaviour but are not always deployed where children need extra support to encourage good behaviour. Planning is well implemented, with unusual, interesting, practical play activities, covering all areas of learning. Assessment of children's progress takes place, informing of children's individual targets. Most of the staff have a sound understanding of the foundation stage and the learning intentions of activities. The organisation of resources and equipment by staff is good, although the time spent on continuous whole group activities should be addressed. Staff also need to be aware of the amount of time children have to wait before accessing physical play. Staff support well children with special educational needs.

Leadership and management is generally good. The manager monitors the educational curriculum, and planning is undertaken by all staff. Communication between the management committee and the staff is improving and training takes place when the budget allows.

The partnership with parents and carers is good. Parents receive information through newsletters about weekly topics/ activities. However there is currently no prospectus which outlines the curriculum offered to children. Parents are involved in the children's learning, via the helper rota and being part of the voluntary management committee. They are kept up to date with children's developmental progress through regular parent interviews.

What is being done well?

- Staff plan and provide a full range of 'hands on' and interesting activities and experiences for children, which cover the early learning goals effectively.
- Children become very involved in their play, concentrate well during board games and are competent at selecting their own toys.
- Children are becoming very confident at counting and the recognition of numerals. Some children can count beyond ten, and know the quantity without counting.
- Children's creative development is fostered very well. They are good at using their
- imaginations during role play and design and create their own work, such as

a shopping bag or cake,choosing their own resources.

- Children's knowledge and understanding of the world is very good. They regularly experiment with natural materials and use their investigative skills. For example they play the ice game, and observe and touch a snake.

What needs to be improved?

- teaching strategies to encourage children's positive behaviour and to allow children to have greater personal independence
- the organisation of 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
- the information provided for parents about the curriculum.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are developing good concentration and are confident to select own tasks and work independently. They often become absorbed in their play. Children are happy to initiate conversations with people they do not know and are confident to be part of the group. Children form good relationships with the adults and some peers. However some children find it difficult to share, to take turns and their behaviour lacks self control. Children's progress in their personal independence is hindered.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use speech confidently to talk to adults, visitors and their peers. They are able to express ideas in role play. Children are able to rhyme words and know some initial sounds of words. They handle books and some are familiar with the elements of stories. However some children are inattentive listeners during whole group situations, such as during registration or story time. Children practise emergent writing in a variety of play situations and some children form their letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are very confident at counting and number recognition; some up to 18. Some children are able to solve simple number problems, but other are not familiar with these. Children are able to recognise shapes and size and use mathematical language in their play, such as 'full', 'big'. Pattern making takes place with the use of beads and in music and movement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to regularly explore sand, water, clay. They are developing their skills well in relation to design and make things with a variety of resources using different techniques. Children use everyday technology in their play such as telephones, microwave and food mixer. They understand about time by discussing days of the week, and their local environment by tending their garden. They learn about the wider environment through topical activities such as American thanksgiving.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely and with co-ordination in the outside area and during music and movement. They have an awareness of space, themselves and others. They understand the importance of washing their hands and do so independently. Children use a good variety of tools and equipment safely and with control, including scissors, dough press, clay tools. However, children are unable to make progress with their climbing skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have very good opportunities to explore colour, texture, shape, form, and space using a wide variety of materials and resources. They enjoy moving to taped music and have a good repertoire of songs, including unusual and more traditional ones and some with visual aids. Children use their imaginations well in art, design and role play. They are able to express ideas through every day activities and enjoy good sensory activities such as with spaghetti play.

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 further teaching strategies to encourage children's positive behaviour and to allow their greater personal independence
- 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
- devise written information for parents relating to the curriculum.

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.