

# Abacus Pre-School @ Mangotsfield

Inspection report for early years provision

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**Unique reference number**

EY409900

**Inspection date**

25/11/2010

**Inspector**

Hilary Tierney

**Setting address**

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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*.

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## **Description of the setting**

Abacus pre-school @ Mangotsfield is one of four private settings that is run and managed by the owners. It opened in 2010 and operates from a church hall in Mangotsfield, South Gloucestershire. Children have access to the main hall and an enclosed outside play area. The pre-school serves the local and surrounding areas.

The group is registered on the Early Years Register and may provide care for a maximum of 24 children aged from two years to four years at any one time. They are open Tuesday, Wednesday and Thursday from 9.00 am until 3.00pm term times only. They currently have 47 children in the early years age group on roll. The provision offers support to children who have special education needs and/or disabilities, and those who have English as an additional language. There are a total of five staff, all of whom have relevant childcare qualifications.

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## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good progress in all areas of learning and development. They have built good relationships with staff, and interactions between them are good. A good relationship with parents and carers has developed and information is shared regularly with them. The self-evaluation process has been completed effectively and areas to develop have been clearly identified.

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

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

- improve children's access to books
- improve hand washing facilities to help reduce the spread of infection.

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

Children are safeguarded effectively. Staff are fully aware of the procedures to follow should they have any concerns about children in their care. Existing injuries and accident and medication records are kept and shared with parents. Clear risk assessments are completed and identify all areas of the environment children use. The premises is secure, and clear procedures are in place to ensure children are safe both inside and outside the building. A visitor's book is used and their identification is checked carefully before allowing them into the building. All staff are suitably checked and children are taught to keep themselves safe through clear explanations from the staff, for example, when using knives to cut fruit at snack

time, children are reminded how to hold and carry them.

Balanced resources are easily accessible and children are given choices of what they would like to play with at the beginning of the session. Children are able to freely access different resources if they choose to. Resources are used effectively to help children learn and progress in all areas of learning. Detailed observations, assessments and planning of activities help staff clearly identify children's next steps and interests. Staff have a good awareness regarding equality and diversity, and they ensure that all children are supported well and that their individual needs are met. The key person system works well, and staff know their children and families well. There is good support offered for children with special educational needs and/or difficulties, and those who have English as an additional language.

There is a good partnership with parents. They received good information about their child's day through daily communication books and the verbal exchanging of information. Detailed newsletters, notice board and the sharing of children's learning journey books ensure parents are kept informed about their child's development. Parents' comments are very positive about the setting, the staff and the care that is provided. Links with other settings that the children attend are good, and information is shared between them so that all adults contribute to the child's learning process.

This is the first inspection since the group registered and they have completed the self-evaluation process effectively. All the staff are committed to driving improvement, and have clearly identified areas for improvement and plans for the future of the setting. The staff and management work hard, together, to provide good quality childcare.

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

Children are happy and confident at the settings; they feel safe and are developing skills for the future. They are taught to share, take turns and say "please" and "thank you" as they play. Older children interact with younger children well and help them when they are unsure; for example, a new child was shown where to get paper to draw on by an older child. Good relationships have developed between staff and children, and interactions between them are very good. Children are spoken to constantly by staff when taking part in activities, and asked questions to help them think and problem solve. Examples include "how many are there," "what colour is this" and "do you think these live in the sea?"

Children's interests are developed well and they enjoy exploring. Staff set up a tank of water with sand in the bottom, and placed plastic animals in it such as whales, crabs and lobsters, as well as shells and stones. Children enjoyed exploring and discussing what they would find at the seaside, and in the sea, during this activity. Children know the routines of the setting well, and understand that when the tambourine is rattled they need to stand still and listen. Staff use sign language effectively with children when singing songs, and all children join in singing and doing the actions. Children enjoy being creative and take great

pleasure in showing their work to others, such as their drawings and paintings. Children are able to confidently use scissors and are starting to mark make. However, due to books not being attractively presented, children do not access these alone and were only seen having a story read to them at lunchtime.

Children are beginning to learn about healthy lifestyles. Children understand the routine of hand washing before snacks, lunchtimes and after using the toilet. However, a bowl and hand towel is regularly used so children can wash their hands after creative activities. The water is changed so children are able to wash their hands before snacks, but no soap was provided and they all used the same hand towel to dry their hands. Paper towels are used in the toilets, and occasionally in the play room, so children can dry their hands, but again there was a limited soap supply for them. This does not help to prevent the spread of infections. The provided snacks are healthy, and dietary needs are catered for. Children enjoyed the café style snack, where two children were giving out the drinks and food to the rest of the children, who queued up to ask for the food they wanted. They had a play till and all items were scanned before the children could take the food; they 'paid' for it before going to sit with their friends to eat their snack. Children have access to an enclosed play area where they enjoy exploring the outside. They are able to ride bikes, build towers and count how many they can get and how tall it will go. They enjoy "painting with water and soap" on the walls and floor.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

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

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