

Mangotsfield Pre-School Limited

Inspection report for early years provision

Unique reference number

EY417253

Inspection date

16/12/2010

Inspector

ISP Inspection

Setting address

Mangotsfield Pre-School Limited, St James Church Hall,
Richmond Road, Mangotsfield, Bristol, BS16 9HB

Telephone number

07961 940209

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Mangotsfield Pre-school LTD is under new ownership. It operates from in St. James Church Hall and is situated in the village of Mangotsfield, South Gloucestershire. The pre-school opens on Monday 9am to 3pm, Tuesday 9.15am to 11.45am, Wednesday 9.15am to 11.45am, with a preschool session 12pm to 3pm and Thursday 9am to 3pm and Friday 12.30pm to 3pm. Children have access to an enclosed outside play area.

The preschool is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is registered for a maximum of 30 children at any one time of these no more than 20 can be under three.

There are 14 members of staff, all hold a recognised qualification levels 2 and 3. The pre-school is a member of the Pre-school Learning Alliance and support by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress as they have enjoyable learning opportunities at this welcoming and supportive pre-school. Staff have a well developed knowledge of each child's needs and also of the requirements of the Early Years Foundation Stage. They plan and successfully deliver a range stimulating activities to help children make progress towards the early learning goals. Children are kept safe by staff's ongoing checks of all areas and their awareness of possible hazards. Control measures are in place to maintain a safe environment for play both indoors and outdoors. Partnerships with parents and other agencies are firmly established. There is close liaison and effective systems in place for professionals to work together. This ensures children who have additional needs are identified and support is closely monitored to ensure favourable outcomes. Regular self-evaluation of the provision by the managers and staff ensures areas of strengths and those for development are identified and acted upon.

What steps need to be taken to improve provision further?

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

- develop effective methods to promote children's interest and independent use of the books in the environment.

The effectiveness of leadership and management of the early years provision

The safeguarding children procedures have been developed as required by the regulator. A written policy is in place and staff have a clear understanding of the signs and symptoms of child abuse and the action to take if they have concerns abuse may have taken place. Criminal record checks have been carried out on each member of staff and all are safe to be in close proximity to children. The managers maintain records of when checks are carried out and systems are in place to review checks periodically. The safeguarding policy is accessible to parents and includes the actions to be taken in the event a member of staff is accused of abuse. Staff also maintain good practices during nappy changes and the use of mobile phones during pre-school hours is restricted to official calls using the pre-school mobile. Effective systems are in place for leadership and management of the pre-school. This ensures that the provision provided is of a high standard and meets the needs of the children who attend. For example, the two new owner/managers are currently in the process of reviewing all written policies to ensure they accurately reflect good practices. The owners also provide administrative and contingency childcare support to the pre-school leader and staff. This ensures there is maximum direct contact time with children and staff are able to give full attention to meeting children's needs according to plans for learning and development. Self-evaluation of the provision is ongoing with areas for further development identified, such as plans for more training for staff on planning and 'taking observations deeper'. Staff have recently completed training to enable them to make fuller use of the outdoor facilities and the natural resources children collect in the environment, such as stones, leaves and branches. The pre-school has periodical visits from the advisory teacher who evaluates the learning programmes and offers advice on improvements. The pre-school has recently taken steps to work towards the Bristol Standard for Daycare quality assurance scheme. Effective key worker systems are in place and staff have a thorough understanding of the needs of the children in their key groups. This includes children with additional needs who have one to one support when necessary. Staff also liaise with a range of professionals, such as a speech therapist and physiotherapist to ensure children's levels of development are in line with expected milestones and that they are able to access the learning opportunities provided. Other practical support provided for children includes the use of visual communication aids and Makaton signing to support language and communication development. Children's needs are also met in other ways, such as planning the sessions they attend at the pre-school and assessing whether children benefit more when the session is primarily for others in a younger age group. Secure partnerships with parents and carers are fostered by staff. This ensures parents feel welcomed and know their opinions are valued. Parents say staff have excellent communication skills and they feel comfortable discussing the needs of their children as staff are very supportive. Parents are invited to attend a six weekly review and they have access to their children's development records. Staff also work closely with childminders who drop off and collect children. This ensures continuity for children as staff share learning plans with home based carers and are able to assess and support learning to take place in both settings.

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

The very good range of resources and the well thought through use of space in the hall enable children to be involved in purposeful play. Staff ensure activities are set out so children self-select toys and develop their play ideas with others in happy social groups. Some children prefer to take part in more thoughtful and quieter activities, such as playing with the train set. Children display a high level of involvement in this activity, concentrating for long periods as they think through their ideas and add to the track and the scenery before moving the carriages along the track. Other visitors to the train track display respect for what is created and add their contributions to models without removing the work of others. Children show confidence in linking up with others to extend their play. For example, a group of children who were involved in imaginary play using dressing up clothes, when under the leadership of one child dressed as a police officer, were led to a piece of equipment which they used as a train and developed imaginary play about a train trip. Staff have prepared the environment so children have access to a selection of materials with print and words. Children self-register selecting their name labels. Some older children mark make spontaneously during imaginary play as writing equipment and paper is easy to access. Others write the letters of their names clearly. Staff have excellent story telling skills and children are engaged and captivated during story telling sessions. They are also learning to link the sounds in words to letters in the alphabet and take part enthusiastically during a phonics group activity. However, though the book corner is comfortable and well presented, only a limited number of children choose to visit the area during free play. This may impact on children's awareness of the uses of books for factual information and their need to desire to 'read' independently when looking at pictures and illustrations. Children's physical development and awareness of the times and seasons is supported during gardening activities. Many choose to go outdoors to sow seeds for plants which will appear in the spring. Staff supervise children as they demonstrate control and coordination using child size gardening equipment, such as a spade, hoe and fork to till and dig the soil. Children are learning about nature and the cycle for growing plants. They know that some plants stay in the winter and that the seeds they plant will grow later. They also know they have to water the plants to make them grow. Staff ensure children take part in activities they enjoy and involve their interest. Individual learning records contain information about children's starting points and the settling-in period. Parents' comments are also recorded with areas for development stated. Staff offer children a high level of support during play. They promote children's development as independent learners and provide adult-initiated learning activities when appropriate. They also model how children can use the toys and equipment. Children's good health is promoted and there are effective procedures to prevent the spread of infection. Children are excluded when they are unwell or have infectious illnesses. Staff display a poster of some common illnesses and incubation periods so parents know signs of symptoms of these illnesses. All staff have first aid training and are able to respond promptly when children sustain minor injuries during play. Some staff have completed training to administer the Epi-pen injection to specific children who are diagnosed as being at risk from a life-threatening

allergic reaction. Children enjoy nutritious and substantial snacks of fresh fruit and sandwiches. They are learning to be aware of the needs of their bodies and visit the snack bar when they are hungry. Milk and fruit juice are also available at snack time. Children help themselves to water in their individual drinking bottles. Staff ensure parents have written information about the kinds of food which should not be included in packed lunches for these children who stay for the lunch club. The comprehensive risk assessment of both indoors and the outdoor areas means that children can play and explore without danger. Children are beginning to learn how to take responsibility for staying safe through a traffic light system for using the woodland area. They know they can only go in when the light is green and they are supervised by an adult. Children are also learning how to negotiate some risk when walking through or playing amongst the trees. Children have a sense of belonging and make a positive contribution to the pre-school. For example, each day a child takes turns with helping at snack time doing simple tasks, such as pouring drinks or cutting soft fruit. Children also help to enhance the outdoor environment by planting seeds in the garden which will provide flowers in the spring. All children behave very well as they are purposefully occupied and enjoy the activities provided by staff. Children feel good about themselves and show a fondness for others who come from different backgrounds. Staff provide group activities where children can talk and others can learn their names. Some shy children have now made friends and enjoy sharing and talking together.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----