

# Mansel Minis Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	131545
<b>Inspection date</b>	20/01/2011
<b>Inspector</b>	Lorraine Sparey
<b>Setting address</b>	Mansel Park Primary School, Culver Close, Southampton, Hampshire, SO16 9HZ
<b>Telephone number</b>	023 8070 1546
<b>Email</b>	
<b>Type of setting</b>	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**

Mansel Minis Community Pre-school is a committee run pre-school. It opened in 1997 and operates from a room on the site of Mansel Primary School in the Millbrook area of Southampton. It serves the local area. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children aged from two years nine months may attend the pre-school at any one time. There are currently 52 children on roll. Of these, 48 children are in receipt of nursery education funding. The group is open each weekday from 8.45am to 3.15pm during school term times. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and supports children who speak English as an additional language. The pre-school employs nine members of staff, of these eight hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Children are excited as they come into the pre-school, quickly engaging in a broad range of quality activities, for the most part. Inclusion is given a high priority, and because staff know the individual children well their needs are effectively met. Consequently, children make good progress in their learning and development. Generally, children's health, safety and well-being are supported. The staff are proactive in continually evaluating the provision and, as a result, they are well placed to maintain continuous improvement.

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

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

- review the planning of specific group times to ensure all children can actively participate
- improve children's understanding of supporting their own safety.

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

Children are safeguarded effectively because staff check that the environment is safe and well maintained with thorough risk assessments and daily safety checks. All staff attend safeguarding training and, as a result, they understand the procedures to follow if they have concerns for children's welfare. There are very effective procedures in place to monitor and evaluate the provision. For example, the pre-school promote 'Every Child a Talker', a national project to encourage children's communication skills, and do so effectively. Every child is closely

monitored to ensure that any gaps in their development are promptly identified and targeted. This enables staff to narrow the gap in children's achievements. The recommendations from the previous inspection have been addressed, thereby improving outcomes for children. All staff are involved in evaluating their practice, clearly identifying the strengths and areas they would like to develop. This ensures that they are continually improving outcomes for children.

There is a broad range of quality resources, which are easily accessible. The staff work hard to create inviting areas in which children want to play and learn. An example is a communication area where they can use the computers independently. A large reading area in the shape of a bus provides an exciting place to look at books. There is a wide range of resources to reflect many aspects of our diverse society. Children enthusiastically play with small world figures promoting various cultures and abilities, developing children's understanding of how to respect and value difference. Staff are deployed effectively and are generally well organised to ensure all children may participate in activities. However, at times children are so keen to join in that there is insufficient space to allow every child to be fully involved in the activity. For example, staff use a large tray encouraging children to explore ice. However, not all the children can get to the tray to satisfy their interest. As a result, some children move away. Good use is made of the outdoor area encouraging children to move between inside and outside throughout the session. It is well resourced with large play equipment, wheeled vehicles and sand play. In addition, children can take resources of their choice outside to if they wish. For example, children enjoy using pipe cleaners to make wands through which to blow bubbles.

Partnerships with parents and carers are good. They receive good quality information about what they can expect from the pre-school. In addition, staff translate some of the documents into other languages to help families where English is not spoken. Informal discussions between staff and parents provide opportunities for them to share ongoing progress. Parents report that they thoroughly enjoyed the Christmas workshop where they spent time in the pre-school with their children learning how to sign 'Away in a Manger'. Parents state that the staff communicate well and keep them involved in their children's learning. The pre-school has developed excellent relationships with other early years professionals and are well supported by the local authority. This enables staff to fully support children with additional needs and children who learn English as an additional language. Staff have good devised procedures to share information with other early years settings that children may attend. The staff have developed positive relationships with the school and children have the opportunity to spend time within the school prior to them starting. This makes the transition from pre-school to school smooth.

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

Children enjoy their time in the setting. They are warmly welcomed by staff who show genuine interest in what they are saying and doing. Children are making good progress in their learning because the activities are interesting and

stimulating. For example, children explore ice containing animals and ice cubes with vanilla essence. They talk about how ice is made, which leads to a discussion about frost and snow. Staff use effective questioning to challenge children's thinking further. Staff ask children 'What colour was the grass this morning?' A child immediately responds by saying 'White, it was frosty'. Children confidently talk about how the sun melts the frost and they recall when they built snowmen last term. Children's understanding is further extended by talking about hot and cold countries. They look through holiday brochures finding pictures of cold countries. Later during the session, they enjoy differentiating between hot and cold objects. Children quickly respond correctly to the laminated photographs such as igloo, cooker, fridge, elephant, and polar bear.

Children are motivated in their learning and actively engage in a wide range of play and learning opportunities. They devise their own role-play using the good range of resources, such as having a tea party, and exploring the den. Children cooperate well together and are confident to seek support from staff when they require it. For example, when a child asks 'Please can I have the cot?' the member of staff praises the child for the way in which they asked and immediately finds the cot for them. Another child dresses up proudly, showing the member of staff who asks the child who they are. The child immediately responds by saying 'I've dressed up as a bush', being totally absorbed in their play.

Staff demonstrate good knowledge of the Early Years Foundation Stage Framework and how individual children learn. Key persons work directly with their designated children, undertaking regular observations and taking photographs. These are used to help assess children's progress accurately. They also have frequent discussions with parents to ensure that they have a clear picture, overall, of each child's progress. This enables them to effectively plan the next steps through their staff meetings where they devise and evaluate the planning. Children develop their understanding of healthy lifestyles well. They enjoy nutritious snacks and staff use this opportunity to talk to them about healthy foods and dental hygiene. Children are confident in helping themselves to water throughout the session. A child tells the visiting adult 'You have to drink lots of water and not eat sweet things because it gives you a bad tummy'. Children wash their hands independently and generally wipe their noses with tissues, disposing of them appropriately.

Children learn about safety through discussion with staff and various projects. They learn about road safety and are encouraged to participate in a scheme supported by the pre-school where they learn how to cross the road safely. Each child receives a certificate and a mug, once completed. However, at times, some staff miss chances to promote safety further. For example, on occasions children become involved in their play and run around the room pretending to be 'superheroes' narrowly missing other children or furniture. Staff response varies and not all reinforce the possible dangers or encourage children to take responsibility for their own safety and behaviour. Generally children's behaviour is good given their age and stage of development. They respond well to the staff's consistent use of praise and encouragement. Children gain a strong sense of belonging and their confidence and self-esteem is well promoted. They enjoy

taking home the pre-school suitcase, filling it with objects from their home, proudly talking and showing the other children their special things.

## 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

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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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## **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