

Mansbridge Community Pre-School

Inspection report for early years provision

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Inspector Lisa Cupples

Setting address Mansbridge Primary School, Octavia Road, Southampton,
Hampshire, SO18 2LX

Telephone number 02380 516 525

Email

Type of setting Childcare - Non-Domestic

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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

Mansbridge Community Pre-School opened in 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. All children have access to several enclosed outdoor play areas.

The pre-school is run by a voluntary management committee and serves the local community. A maximum of 18 children may attend at any one time. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school offers sessional care during school term time only. Sessions run from 8.30am to 11.30am five days a week and from 12 noon to 3pm Monday to Thursday.

There are currently 28 children in the early years age group on roll. Of these, 25 children receive funding for early education. The setting welcomes children who have disabilities and/or special educational needs and children who speak English as an additional language. There are five qualified members of staff working with children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's uniqueness is valued as they thrive and flourish in the extremely inclusive and child-centred environment. High quality resources, stimulating activities and well-planned play opportunities ensure that children are extremely motivated in all areas of their learning. Skilled staff work closely with parents and other early years professionals, ensuring children make rapid progress in their learning and development overall. The setting has continued to identify their strengths and areas for improvement since the last inspection, ensuring high quality care and provision for all children. They have robust procedures in place to maintain an excellent ability to continually improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring more able children are sufficiently challenged and engaged throughout the sessions to increase their concentration skills.

The effectiveness of leadership and management of the early years provision

Staff have an exceptionally good understanding of their role in safeguarding children. All relevant records are meticulously maintained and staff frequently keep their knowledge of appropriate procedures up-to-date, in line with the Local Safeguarding Children Board. The setting is safe and secure and robust recruitment procedures ensure that all staff are vetted appropriately to work with children. Staff benefit from clear induction procedures and they are further supported by regular appraisals. This highlights their strengths and any areas for development. Risk assessments are comprehensive and cover all aspects of the provision, ensuring children's health, safety and welfare.

Children benefit from the warm and welcoming environment that is organised extremely well. Staff have recently developed the outdoor play areas and, as a result, children freely move between indoors and outdoors throughout the sessions. All activities can be experienced outdoors and this is particularly beneficial for children who learn through more physical activities. Children have access to an extensive range of high-quality toys and resources.

All staff provide a fully inclusive environment for the children and families in their care. The key person system works exceptionally well to support all children, as positive and caring relationships have been established. Consequently, there is very strong communication with parents to ensure children are valued as individuals and their uniqueness is fully fostered. Information gathered from parents at their child's induction is used to promote individualised care and learning. Each child's religion, background and home language is fully considered and the setting is adapted to accommodate all children. There are resources and activities that reflect diversity to enable children to understand and respect people's similarities and differences.

Parents receive a wealth of information about the setting via the notice board, a welcome pack, regular newsletters and the information supplied in the full policies and procedures. Parents regularly access their child's development records and are fully involved in the activities. They are also given information on how they can extend their child's learning at home; for example, the children are able to borrow books from the lending library. Staff are proactive at engaging with parents and other key agencies to ensure continuity in children's care. The setting has close links with the local schools to ensure there is a smooth transition when children begin reception classes. The setting also works closely with other providers of the Early Years Foundation Stage framework by sharing information about children's development, with parental consent. As a result, continuity of care and children's development and learning is consistent.

Self-evaluation and the monitoring of the setting is robust. Systems are in place to gather the views of staff, children and parents about the setting. The parents management committee oversee this process and it enables all levels of provision to identify the setting's strengths and areas for improvement. They have recently extended the outdoor play area to ensure children can take part in activities both

inside and outside during the sessions. They have installed raised planting beds and raised funds to purchase an adventure climbing frame to further extend the children's climbing and balancing skills.

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

Children engage in a wealth of experiences, both adult-led and child-initiated. All activities work exceptionally well to ensure that learning priorities are addressed and that children engage in activities that respect their interests and abilities. Staff have excellent knowledge of children's starting points and capabilities. They use effective observations of the children to support their learning very well. These are linked to children's stage of development within the learning and development requirements of the Early Years Foundation Stage, and are consistently used to identify learning priorities for each child. Overall, children are fully engaged and interested during their time at the setting. However, occasionally during the session more able children are not sufficiently challenged. Parents are able to contribute to the assessment system, for instance through giving feedback on children's achievements and interests at home. Children's communication skills are developing well through the consistent engagement the staff have with the children, as they listen and respond to them. All children have an excellent sense of belonging through the caring relationships that have been established. Children enjoy digging in the sand, using a variety of implements, as they work out how to make sand castles. They enjoy finding insects and examine them under the magnifying glass. Children learn about lifecycles when they watch the development of caterpillars and enjoy the experience of hatching chicks.

Children's literacy skills are developing extremely well, as staff implement the 'Every Child a Talker' programme with enthusiasm and skill. They make marks using a wide range of resources, such as pens, crayons and paint. Children link sounds of the letters of the alphabet very well. More able children are writing their own names, with younger children making squiggles and marks to represent letters and words. They use mathematical language in their play, such as, building a tower from large bricks to see which is the tallest and smallest. They count well as they gather the cups at snack time. Children are confident and very independent within the setting. They self-register when they arrive and put their packed lunch into the storage unit. They dress themselves in their coats and dressing-up clothes, and help themselves to activities. Children have friends they like to be with and older children help the younger ones as they complete activities by showing them what to do. Children are extremely active in enhancing their own learning and this is supported very well by staff. Children use their imaginations well during role play activities. For example, children use their imaginations extremely well during role play activities. For example, they stack logs and sticks on the barbeque and pretend to make a camp fire near the tent. They pretend to bake potatoes and remind each other not to get too close. Staff join in and the activity develops into a camping trip, children discuss what they will need to take with them and how they will stay safe. They talk about staying with an adult and the importance of standing back from the fire. Children describe what it would feel like if the fire was

real, using descriptive words, such as, hot, toasty, having red cheeks and hearing popping and crackling sounds.

Children are developing an excellent understanding of the importance of a healthy lifestyle and how to keep themselves safe. They confidently wash their hands when they come in from outdoor play and before they eat their snacks, saying that they are getting rid of the germs. Pictorial reminders are displayed in the bathroom and steps to help them reach the sinks are available. Children are aware of road safety and talk about the visits from the lollipop lady. They learn about food that is good for them through discussion at snack time. Children also take part in the regular fire drills and learn how to evacuate the building quickly and calmly. Staff give good explanations for the younger children to increase their understanding of staying safe. Children are encouraged to think about the importance of exercise and enjoy daily opportunities to play outdoors in the fresh air; they enjoy running, jumping and balancing on the various equipment.

Children's behaviour is exemplary. They are polite and well mannered, and are developing excellent relationships with their peers and the staff. Children confidently talk about their families and show interest in each others lives. A child talks with the staff about his family and the pets they have at home, going into great detail. Everyone shows a genuine interest in what the children say, boosting children's self-esteem and confidence. Staff are extremely good at praising children and use a wide variety of methods to support children's understanding of right from wrong. Through high quality interaction by staff and the extensive range of activities available, outcomes for children are excellent.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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