

# Mansion House Preschool Playgroup

St. Patricks RC School, Lacock Road, CORSHAM, Wiltshire, SN13 9HS

<b>Inspection date</b>	04/07/2013
Previous inspection date	30/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## **The quality and standards of the early years provision**

### **This provision is good**

- There are secure procedures in place for safeguarding children's welfare. Effective vetting procedures ensure that staff are suitable to work with children and thorough risk assessments provide a safe and suitable environment.
- Children have close relationships with staff. The key person system is effective and ensures that all children are valued and their individual needs met well.
- Very good systems are in place for when children move to local schools. This means children are well prepared for the next stages in their learning.

### **It is not yet outstanding because**

- Opportunities for children to develop their early literacy skills in the outdoor area are not available at all times.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector met with the manager of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed activities both indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector looked at policies and procedures, children's learning journeys, risk assessments, the self-evaluation form and other relevant documentation.
- The inspector took account the views of the parents and carers spoken to on the day.

**Inspector**  
Julie Swann

## Full Report

### Information about the setting

Mansion House Pre-school Playgroup registered in 2009 on the present site, although the pre-school has been established for forty years. They operate from their own building, which is a bungalow in the grounds of St Patricks RC School in Corsham, Wiltshire. The pre-school have sole use of the premises. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 73 children on roll in the early years age range. The group provides places for free early years education for children aged three and four.

The pre-school is open five days a week during school term times. Sessions are from 9.15am until 12.15pm, with a lunch club held daily from 12.15pm to 1pm and afternoon sessions are held from 1pm to 3.45pm. Children can also attend 'all day' sessions from 9.15am until 3.45pm. The pre-school holds 'Rising Stars' sessions for children going onto school, which start at the beginning of the Spring term for two terms.

Mansion House Pre-school Playgroup is run by a parent committee. They employ 12 members of staff, six of whom hold relevant early years qualifications at Level 2, 3 and 4. Five members of staff are currently working towards furthering or gaining relevant early years qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance opportunities for children to make marks in the outdoor area in order to promote their early writing skills.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a good knowledge of how children learn and develop. Consequently, children are very well supported and make good progress towards the early learning goals. Staff are aware of the individual needs of each child and provide resources that are accessible and of a good quality. They provide exciting and interesting experiences, which motivate children and enable them to take an active part in their learning. For example, the theme of the week is 'wood' and children watch in amazement as wood sinks in water. Children enjoy experimenting with quantities and measurements as they fill and empty a variety of containers. Staff use effective questions to promote children's thinking and learning. They encourage children to predict what might happen next by describing what

they are doing. Children confidently talk about big, medium and small and are able to relate size. As a result, children show high levels of involvement and focus on activities for extended periods of time.

Children are interested in their play and learning, and have fun. They enjoy making marks with a variety of resources, for example, they use a range of chalk, crayons and pencils to draw their own pictures indoors. Children enjoy experimenting with paint, using brushes to mix colours and make marks. They give meaning to their marks, such as 'This is our Halloween ticket'. However, resources to make marks in the outdoor area are sometimes limited. This does not consistently encourage children who learn better outdoors to build on their early writing skills. Staff support and challenge children effectively as children explore a range of safe equipment to acquire new skills. For example, children choose to be carpenters, and use a hand drill to make holes in wood with support from staff. Children's mathematical understanding is explored and developed well as they are presented with real-life mathematic problems. They count, recognise numbers and do simple mathematical calculations such as, 'if there are six children on this table and we have three cups, how many more cups do we need?' Children confidently count to 10 and beyond in their games. This effectively promotes their mathematical skills. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

The outdoor environment provides good opportunities for children to engage in activities and experiences, which promote their physical skills. They weave in and out of the climbing frame, ride wheeled toys, dig in the sand and build with construction toys. Children's awareness of sustainability is promoted well. For example, children grow strawberries and enjoy stories about recycling. Staff question children about what they can see in the book and how they recycle at home, which encourages their communication and thinking skills well. Staff gain good quality information regarding children's starting points, and parents are fully encouraged to share what they know about their child with the key person. Parents have opportunities to contribute to children's learning records and to provide details about what their children are learning at home. This ensures good strategies for sharing information about children's learning between home and the setting, which promotes continuity in supporting children's progress.

### **The contribution of the early years provision to the well-being of children**

Children are happy, settled and secure in their surroundings because staff have strong relationships with them and their parents. As a result, this strongly supports children's personal, social and emotional development and overall well-being. Children's behaviour is good because staff use positive reinforcement and praise children for their efforts. This helps children develop a clear sense of right and wrong and boosts their self-esteem. For example, staff give children gentle reminders and positive praise for tidying away resources and equipment. This enables children to learn to care appropriately for their environment, and the resources within it. Staff provide lots of support and encouragement, which promotes and supports children's achievements very well.

Staff promote children's independence and growing sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, the 'special helper' helps the staff at registration time and during snack time routines. Children and staff sit together at meal times, enjoying the occasion in social groups. Staff are good role models in helping children to learn about the importance of following good hygiene routines, such as washing hands after toileting and before eating, while reinforcing messages about healthy choices. Children develop their self-help skills well because staff provide good guidance and give them time to achieve things for themselves. For example, children's self-esteem is enhanced as they pour their own milk or water. Staff give priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. Children demonstrate a good awareness of safety, such as using tools safely and they pretend to put their seat belts on during role play.

Staff offer a stimulating and challenging learning environment. Resources are easily accessible to children and they have uninterrupted time to play and explore. Children are well prepared for their move to school as systems are in place to ensure continuity of care and learning. For example, staff run a 'Rising Stars' programme, where they work closely with children, parents and schools. This enables staff to fully support children and help to prepare them for the next stage in their learning. Children who return from a visit to 'big school', discuss how they played with 'blue sand'. As a result, children share and discuss their feelings about the move to school with staff.

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

The safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are clearly understood by staff and managers, and are well met. There are effective policies and procedures for safeguarding children and all staff are clear about their responsibilities. Staff have all completed relevant first aid training and attended child protection training. Consequently, children are well protected. Robust recruitment, selection and induction procedures are in place and the manager undertakes regular peer observations. This ensures that staff are suitable to care for children and their practice is monitored. Staff are deployed appropriately both indoors and outdoors to ensure that children are supervised and supported well. Security is very good, with clear procedures in place to prevent children from being at risk and to ensure they cannot leave the premises unattended. Staff are vigilant throughout the day and take steps to keep children safe, such as checking the garden area before children go out to play.

The manager and staff team demonstrate a good capacity to maintain continuous improvement. They are highly motivated and keen to continue to develop the provision. The manager has a good understanding of the setting's strengths and areas to develop through constantly monitoring and evaluating practice. This improves the outcomes for children. The manager monitors the planning and assessment within the nursery, to make sure it is consistent for each child. Staff meet regularly to assess children's learning and to plan for their next steps to ensure they make progress across all areas of development. As a result, children's skills and abilities are monitored and they continue to make good

progress. Staff ensure that all planning is completed daily and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised.

Partnerships and communication with parents is well established. They speak highly of the pre-school and the care that their children receive. The pre-school has built up strong links with outside agencies to ensure children's development is supported consistently, and also parents' needs and wishes are adhered to. For example, staff have good relationships with the local authority and the local schools. The manager has prioritised making links with every school that children move to. The staff and manager are enthusiastic about enhancing their information sharing with schools further to enable them to have a more accurate overview of local priorities for children's early learning in schools. This enables the staff to promote children's outcomes effectively and to follow up the feedback from the schools in the pre-school's planning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY381606
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	844522
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Mansion House Pre-School Playgroup
<b>Date of previous inspection</b>	30/09/2009
<b>Telephone number</b>	07791 658624

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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