

# Mansel Minis Community Pre-School

Mansel Park Primary School, Culver Close, Southampton, Hampshire, SO16 9HZ

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|--------------------------|------------|
| <b>Inspection date</b>   | 01/04/2014 |
| Previous inspection date | 21/01/2014 |

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|--|-------------------------|----------------------|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3                    |
|  | Previous inspection:    | Requires Improvement |
| How well the early years provision meets the needs of the range of children who attend |                         | 3                    |
| The contribution of the early years provision to the well-being of children            |                         | 3                    |
| The effectiveness of the leadership and management of the early years provision        |                         | 3                    |

## The quality and standards of the early years provision

### This provision requires improvement

- Staff know the children well and offer the children a wide variety of interesting activities that support their all round development.
- Children enjoy coming to pre-school, they are motivated and keen to see what is on offer.
- The key person system results in children feeling secure and enables staff to make accurate observations, assessments and plan activities that support the children's progress.

### It is not yet good because

- At times, the organisation of the session is not effective and therefore, does not meet children's individual learning needs.
- Resources required for group times are not always in place ready to be used, resulting in children losing interest.
- The pre-school's self evaluation has not taken account of the staff, parents or children's views.

## 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 observed the interaction between the staff and children.
- The inspector sampled documents linked to the children's progress.
- The inspector talked to some of the children, staff and parents.
- The inspector had discussions with the senior staff about different aspects of the pre-school.
- The inspector undertook a joint inspection with the lead practitioner.

## Inspector

Amanda Shedden

## Full report

### Information about the setting

Mansel Minis Community Pre-School is run by a committee. It opened in 1997 and registered with Ofsted in 2001. The pre-school operates from a room on the site of Mansel Primary School in the Millbrook area of Southampton. All children share access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll aged from two to under five years. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school is open each weekday from 8.45am to 3.15pm during school term times. The pre-school staff support children with special educational needs and/or disabilities and also children who learn English as an additional language. The pre-school employs eight members of staff; all staff hold appropriate early years qualifications.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- review the organisation of the session so that activities meet children's individual learning needs, including during large group times.

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

- seek the views of staff, parents and children to help evaluate staff practice and improve the quality of provision for children
- develop the organisation of activities by making sure that the resources to be used are in place ready to support the activity effectively.

## Inspection judgements

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

All children are making sound progress in their learning in relation to their starting points. The children's key persons undertake observations on the children and incorporate each child's next stage in learning on their planning of activities. This supports the children in making progress in their learning. Children's learning and development is in line with the expected developmental ranges for their age groups. As a result, children are obtaining the skills, attitude and dispositions they need to be ready for school or the next stage of learning. In general, staff interaction while children are undertaking activities is

worthwhile, because staff ask useful questions to encourage children to contribute their knowledge and develop their communication and language skills.

The staff use the assessments undertaken on the young children to complete the required two-year-old assessment, which is shared with parents so they are aware of the progress their young children make.

There is a good balance of adult-led and child-initiated activities. Children learn about lifecycles in a practical way. They have watched chicks hatch out of the eggs and can talk confidently about the process. Staff encourage children to recall what and how the chicks emerge from their shells. Children's language is developed as they recall that the process is called 'pepping' and they excitedly talk about how they saw the cracks on the shells. They knew the birds used their beaks to crack the shell from the inside. They are taught to handle the chicks with care and what they need to make them grow. Staff use the chicks to help children learn to sequence. Staff also promote children's physical skills as they enable them to cut up sheets and glue the pictures in the right order of events to show the process from shell to chick.

Children choose what they wish to engage with and the interaction from the staff enhances their activity for example when playing with octagon shapes staff encourage children to count how many they have used and the different colours. Their interaction encourages children to talk about what they are making. It gives the staff opportunities to model language correctly as they repeat back to the children the correct sounds of some of the words they have used.

The organisation of the session includes large and small group times. However, these times are not always well planned as resources are not in place. Therefore, the activity does not hold the children's interest as they have to wait for the correct resources to be found. In addition the grouping of the children does not meet the needs of the children within the group. For example, some stories read by staff are too long to hold some children's attention and for others it is too simple and does not enhance their learning or knowledge.

Staff embrace the 'Every child a talker' scheme and they use other methods such as interactive books to help children develop their language and pronounce words correctly. This has a positive effect on developing children's language skills with many children making good progress with their language skills. All of the activities and the positive experiences the children have at the pre-school supports children in feeling secure and emotionally ready for their move onto school.

Staff relationships with the parents are good. They collect relevant information from the parents as the child starts enabling the staff to create plans to meet the child's care and learning needs. Regular information is shared with the parents keeping them informed of the experiences their child is having and to extend their learning at home.

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

All children are well supported by their key person. Good quality information is gained from parents before a child starts which supports continuity of care and education. They are warmly welcomed by the staff who are interested in the children and engage in play and conversation with them. This results in children having a sense of belonging and feeling secure.

Children choose when they wish to have snack, they know the routine of finding their name and registering when they want to eat. They sit and have discussions with the staff and other children building on their social skills. They pour their own drinks and practise skills such as buttering their buns and cutting up their fruit, this helps build their confidence and supports some of their self care skills. They learn about what foods are good for them and how exercise affects your body through planned practical activities. Each day children may choose to play outdoors, which supports their physical development and health as they get fresh air and exercise.

Children's behaviour is good overall. Staff are consistent in their handling of the children reminding them to share and take turns. Activities take place that encourage children to take turns and share. When on the slide the member of staff turns taking turns and understanding about their own safety into a game so they learn through their play. They quickly join in calling 'red stop', 'yellow get ready' and 'green for go' before they whizz down the slide.

The pre-school offers the children a welcoming environment both indoors and in the garden where they have a sense of belonging. There are formal displays of their work and there is a board where they can display their daily art work. In addition there is a 'wow' board which shows when children have had 'Wow' moments in the pre-school which are shared with everyone. The resources are displayed to encourage children to select for themselves what they would like to engage with. Children confidently go to the natural resources area and get binoculars and magnifying glasses out to take outside to examine the insects and look into the distance.

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

Systems are in place which give management an overview of the curriculum and children's progress. The information gained through these termly audits help identify any children that need extra help or support. This enables staff to plan activities and seek additional help if required from outside agencies to ensure children's learning needs are fully promoted. The information is used in the pre-school's overall planning to ensure that children are having a broad range of experiences that cover all the areas of learning.

The management team has a secure understanding of its responsibilities to ensure that all aspects of the Early Years Foundation Stage are being met well. This includes safeguarding children, and promoting their learning and development. The provider follows the pre-school's safeguarding policies and procedures correctly and keeps Ofsted

notified of relevant matters. This results in a pre-school that continues to safeguard children. The provider has robust recruitment procedures in place to ensure only suitable staff are appointed and retained. Staff have termly appraisals and attend regular training to develop their knowledge and skills. As a result, children enjoy a safe, secure learning environment.

Safeguarding practices at the pre-school are sound because all staff have a clear understanding of child protection procedures and know how to implement them. Staff have attended safeguarding training and are aware of the indicators of concern and the procedures to follow to keep children safe. Written policies and procedures are in place and shared with parents to help them understand staff roles and responsibilities towards their children. Staff carry out daily risk assessments of all areas to ensure the environment is safe for the children. The deployment of staff results in children being fully supervised whether they decide to play indoors or outside.

The senior staff have evaluated their setting and identified some improvements many of which they have already addressed including the actions set at the last inspection. These have had a beneficial impact on the outcomes for children. They have for example recently changed the layout of the room offering children different areas to play in. However, the views of the other staff, parents and children are not included in the assessment. This reduces opportunities to promote a collaborative attitude towards improving outcomes for children.

Partnership with parents is strong and worthwhile. Parents are fully aware of their child's progress and how to extend their learning at home. There are termly meetings to discuss their child's progress and 'what's next' for their child. Parents state that they are very happy with the pre-school, they can see the progress their child is making and their children enjoy coming here. Links with other professionals is positive resulting in children getting extra support where needed.

### **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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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>     | 131545                                     |
| <b>Local authority</b>             | Southampton                                |
| <b>Inspection number</b>           | 966117                                     |
| <b>Type of provision</b>           | Full-time provision                        |
| <b>Registration category</b>       | Childcare - Non-Domestic                   |
| <b>Age range of children</b>       | 2 - 5                                      |
| <b>Total number of places</b>      | 35   |
| <b>Number of children on roll</b>  | 45   |
| <b>Name of provider</b>            | Mansel Mini Community Pre-School Committee |
| <b>Date of previous inspection</b> | 21/01/2014                                 |
| <b>Telephone number</b>            | 023 8070 1546                              |

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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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