

# Mansbridge Community Pre-School



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

<b>Inspection date</b>	13 April 2016
Previous inspection date	7 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Well-qualified managers and staff demonstrate effective teaching skills and have high expectations of all children. They provide a wide range of challenging activities indoors and outdoors. Children make good progress from their initial starting points.
- Managers and staff provide very clear behaviour expectations for children. They actively encourage them to play together, share and use good manners. Children are very polite to each other and display kindness, tolerance and respectful behaviour.
- Partnerships with parents are well established. For example, they are regularly informed about their children's progress through daily discussions, reports and meetings. Parents are very complimentary about the manager and her team and value the opportunities to engage in their children's learning, both in the setting and at home.
- The manager provides strong leadership and continually strives to improve the pre-school. All previous recommendations raised during the last inspection have been addressed and there is a very clear vision and drive to continuously improve outcomes for children.

### It is not yet outstanding because:

- On occasion, staff do not give children enough time to think and respond to questions to extend their learning and understanding.
- Managers and staff miss some opportunities to encourage children to practise and develop their mathematical skills even further.

## What the setting needs to do to improve further

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

- allow children enough time to answer questions and extend on their own ideas
- make better use of every opportunity to further develop children interest in their mathematical learning.

### Inspection activities

- The inspector observed the quality of teaching and security of the premises and perimeter during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, staff suitability checks, staff deployment, child supervision, children's observation, assessment and planning records, risk assessment and documentation linked to managing children's progress.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a clear understanding of the procedures to follow if they have a concern about a child's welfare. Furthermore, any risks to children's safety and well-being are minimised successfully. For example, all staff are vigilant throughout the day, deployed well, and the premises and perimeter are very secure and checked regularly. Managers monitor and track children's progress effectively to help identify and close any gaps in learning. Managers and staff have a well-established programme of professional development. For example, they have regular individual and team meetings. They attend a wide variety of training to update their skills and knowledge, enhance their teaching practice and improve children's outcomes. All staff have completed first aid training and know the prompt action to take in the event of an accident or emergency. Managers and staff work in partnership with schools and other professionals to help ensure continuity in care and learning.

### Quality of teaching, learning and assessment is good

Managers and staff complete regular observations and accurate assessments of what children can do and use this information well to help plan activities to support children's interests. Overall, children's communication and language skills are promoted well. For example, managers and staff chat to children about what they have done during the session. Children particularly enjoy listening to favourite stories as they confidently re-enact and predict what will happen next. Children make good links to their own first-hand experiences. For example, they applaud their friends as they sing birthday songs and recall their own special events. Children use their imaginations well. For example, they make 'superhero soup' and drive to 'superhero land' in their 'superhero car'.

### Personal development, behaviour and welfare are good

Managers and staff support children's confidence and emotional well-being from the start. For example, they are good role models and praise children for being responsible, which helps give them a sense of achievement. Children spend time outdoors each day and have many safe opportunities to be physically active in the interconnecting gardens. For example, they propel themselves about on bicycles, plant flowers and run around. Managers and staff teach children to develop their understanding of other people's cultures and traditions through a wide range of learning opportunities.

### Outcomes for children are good

All children make good progress in readiness for school. Children are independent and demonstrate a real sense of ownership towards their learning. For example, they confidently practise their emerging writing skills as they identify letters and write their own names on their art work, sharing their accomplishments proudly with staff.

## Setting details

<b>Unique reference number</b>	131544
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1043933
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Mansbridge Community Pre School Committee
<b>Date of previous inspection</b>	7 November 2011
<b>Telephone number</b>	02380 516 525

Mansbridge Community Pre-School was registered in 2000 and operates from within the grounds of Mansbridge Primary School in Southampton. The pre-school is open during school term time only. Sessions run from 8.30am to 3pm on Monday to Friday. The pre-school employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including the manager who holds Qualified Teacher Status. The pre-school provides funded early education for children aged two, three and four years.

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