

Mansel Minis Community Pre-School



Mansel Park Primary School, Culver Close, SOUTHAMPTON, SO16 9HZ

Inspection date	13 March 2017
Previous inspection date	10 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff provide children with a stimulating and exciting environment. They promote children's mathematical development particularly well.
- Leaders seek the views of staff, children and parents to help identify the strengths of the setting and areas for further development.
- Children make good progress from their starting points. Staff support children who have special educational needs and/or disabilities well. They use funding successfully to provide additional help and resources to ensure that any gaps in children's development are addressed.
- Children are happy and confident. They form secure attachments to their key person. Parents comment on how much their children enjoy the setting.
- Children make many independent choices about their play. Staff ask children what they would like to do during the session and value children's views and opinions. All children are valued, respected and they display good levels of confidence and self-esteem.

It is not yet outstanding because:

- Opportunities for staff to reflect on their practice and extend their professional development are not highly effective.
- Children do not have regular opportunities to share their home languages with their friends, to raise their awareness of the differences and similarities between themselves and others.

What the setting needs to do to improve further

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

- improve opportunities for staff to share good practice and reflect on their teaching strategies to improve the standard of teaching and learning even further
- provide regular opportunities for children to share their home languages with one another, to support children's understanding of diversity further.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with a member of the senior management team.
- The inspector checked evidence of the suitability and qualifications of the staff, and other documentation, such as a selection of policies and procedures.
- The inspector discussed the self-evaluation document and development plans.
- The inspector took account of parents' views of the service provided.

Inspector

Clare Leake

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff recruitment is robust and an induction programme ensures that staff are familiar with the pre-school's procedures. Staff have a good understanding of child protection issues and any steps they need to take to keep children safe in their care. Leaders monitor children's learning to identify the progress made by different groups of children. Any gaps in children's development are highlighted, enabling staff to put support strategies in place where needed. Partnerships with the local school and external professionals are well established. Leaders encourage and support staff to attend training to develop their teaching skills and professional knowledge. This helps to enhance experiences for children as staff have a greater knowledge of how to support children's development.

Quality of teaching, learning and assessment is good

Staff ensure that activities and equipment provide children with a broad range of experiences covering all the areas of learning. Staff join in with children's play and support their ideas. For example, children decide to go shopping and staff support this by providing notepads and pencils to make a shopping list, and money to put in the till. Staff's lively reading of stories helps children to extend their language for talking and supports children's ability to sit and concentrate. Children explore story themes well, for example, when they dress up in hats and as animals in the book area and act out familiar stories. Staff place a strong focus on promoting children's language and listening skills. They give children time to copy words they say, suggest their own ideas about the story and give plenty of time to respond to their questions.

Personal development, behaviour and welfare are good

Staff give children's well-being high priority and meet their needs well. Children form strong relationships with the staff who care for them and demonstrate that they feel safe and secure. Children display good relationships with their peers. Children clearly enjoy their time at the pre-school. They decide whether they want to play outdoors or indoors. This helps to promote children's health and well-being as they benefit from spending time in the fresh air outdoors. Staff share information daily with parents about all aspects of children's care and learning. They provide ideas to help parents be involved in their child's learning at home.

Outcomes for children are good

Children enjoy challenging activities that increase their understanding and knowledge. For example, they enjoy interesting experiences such as, 'going on an investigation' as they explore with torches, pencils and notepads. Children are independent and confident and are fully prepared for their next steps in their learning.

Setting details

Unique reference number	131545
Local authority	Southampton
Inspection number	1085736
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	35
Number of children on roll	50
Name of registered person	Mansel Mini's Community Playgroup Committee
Registered person unique reference number	RP523205
Date of previous inspection	10 February 2015
Telephone number	023 8070 1546

Mansel Minis Community Pre-School registered in 2001. It is situated in the grounds of Mansel Primary School in Millbrook, Southampton. The pre-school offers care on Mondays to Fridays from 8.45am to 11.45am and 12.15pm to 3.15pm during school terms. The provider employs seven members of staff. Of these, five hold appropriate childcare qualifications at level 3, and two hold qualifications at level 2. The pre-school provides funded early years education for children aged two, three and four years.

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