

# Inspection of Mansbridge Community Pre-School

Mansbridge Primary School, Octavia Road, SOUTHAMPTON SO18 2LX

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Inspection date: 27 September 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Staff use a highly inclusive teaching approach and children with special educational needs and/or disabilities flourish in their learning. Staff expertly assess children's understanding. They often use additional forms of communication with individual children so they know exactly what to expect during the day. All children are animated as they spontaneously communicate with friends.

The management team makes excellent use of initial home visits. It works closely with parents to establish precisely how staff can offer children the very best support. Parents are tremendously impressed with how conscientious staff are about meeting children's needs from the start. They feel at ease to share any concerns about learning and care. Staff are extremely quick to implement additional measures to help children make swift progress in their development.

Children behave impeccably well. The superb links staff foster with children in their key groups mean they always feel safe. Children consistently display high levels of resilience. If they answer a question incorrectly they put their hands in the air to try again. Children display exceptionally high levels of confidence as they sign out a full range of animals using sign language.

Staff incorporate high-quality physical opportunities into the daily routine for all children, including those who have less space to play at home. Children listen terrifically well to instructions. They display fantastic control and coordination as they work with friends and as individuals. They vigorously shake different limbs in time to music.

### **What does the early years setting do well and what does it need to do better?**

- The management team provides excellent opportunities for staff to build on their early years expertise. Staff access an abundance of learning which improves their knowledge of how to enhance children's social skills and speech. Training is highly focused on raising standards and achieving excellent outcomes for children.
- The curriculum is expertly planned across the pre-school. The management team makes superb use of space when it resources the environment. It carefully considers how different areas will look through the eyes of a child. The layout means that all children have maximum opportunities to investigate an abundance of toys.
- The management team keeps a close eye on staff well-being at all times and staff feel highly valued. Staff are delighted to share their views about all aspects of teaching. They are enthusiastic in their roles and they gain immense satisfaction from seeing the results of their hard work. They speak with great

pride about the achievements of their key children.

- Staff very successfully provide children from a diverse range of backgrounds, including those children who speak English as an additional language, with exemplary support. They offer excellent guidance for children to learn English. Staff organise a range of different language groups. They incorporate chances for children to listen to stories in their home language. All children are thrilled to contribute to group activities.
- Staff use innovative ideas to teach children about the lives of their friends. For instance, they project pictures of children completing new tasks at home onto the main wall. Staff and children are excited to celebrate friends' achievements as a group.
- Staff nurture remarkably strong links with parents and all professionals involved in children's care. They offer children high levels of consistency in their daily routine. Staff use strong links with parents to share advice. Parents are quick to use the same strategies to help further develop children's speech at home. Children new to the setting quickly catch up with friends.
- Children are particularly well prepared for the move to school. They are highly sociable and independent. Staff establish exceptionally strong links with teachers. They liaise closely to discuss measures that can be put in place for individual children. All children adapt particularly well to change.
- Additional funding is targeted highly effectively to meet the individual needs of children who are eligible. They recently purchased resources to extend children's mathematical skills. Children make observations about repeating patterns. Other children benefit greatly from more one-to-one teaching support.
- Staff maintain high-quality interactions with children at all times. They help all children to continuously build on their vocabulary and understanding. For instance, they reinforce the use of prepositions and talk about moving under, over and through the tunnel. Children display high levels of confidence as they use small blades to safely chop and peel onions and peppers. They use rich vocabulary such as 'enormous' and 'tiny' to describe the size of vegetable pieces.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding children is always the highest priority for the management team. It has an exemplary knowledge of all aspects of safeguarding and provides staff with a clear overview of their responsibility to keep children safe. The management team implements highly effective measures to recruit all staff and follows strict procedures to check the background of applicants. The management team regularly reviews the impact of safeguarding training on staff knowledge. It asks questions to test their response to different scenarios. Staff are confident to raise all concerns about children's welfare with the designated safeguarding lead, to keep children safe.

## Setting details

<b>Unique reference number</b>	EY546269
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10111192
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Mansbridge Community Pre-School CIO
<b>Registered person unique reference number</b>	RP546268
<b>Telephone number</b>	02380516525
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mansbridge Community Pre-School registered initially in 2000 and then re-registered in 2017, due to a change in legal status. It 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, Monday to Friday. The pre-school employs nine members of staff. The manager holds an early years qualification at level 5 and the deputy manager is qualified at level 4. There are three members of staff who hold childcare qualifications at level 3 and three have attained qualifications at level 2. The pre-school provides funded early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Julie Bruce

## Inspection activities

- The inspector invited the manager to take part in a learning walk early on in the inspection process.
- Parents available on the day of the inspection provided their views about the pre-school to the inspector.
- The manager and the inspector jointly observed and evaluated two activities.
- The inspector spoke to different staff about the processes they follow to keep children safe.
- Staff spoke to the inspector about how they plan activities for children in their key group.

We carried out this inspection 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.

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