

Inspection of Abacus @ Mangotsfield

Mangotsfield United, Reform Church, Cossham Street, Mangotsfield, Bristol BS16 9EP

Inspection date: 15 January 2020

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and enthusiastic about coming to the Pre-school. They are eager to access the range of activities on offer and spend time with their friends. Staff have high expectations of all children, follow their interests and help them to make independent choices in their learning. For example, children are involved in choosing the resources that are on offer throughout the day. Staff form strong bonds with children from the outset. They provide children with a safe and caring environment for them to learn and grow. Staff continuously give children praise for their individual achievements, which supports them to become confident learners. Children learn about their wider community and benefit from taking part in regular activities. For instance, they attend a coffee morning at the church each month alongside the church members and local vicar. Children show delight as they sing songs and share resources together with those of a different generation. This enhances their sense of belonging and builds their self-esteem.

Staff work closely with a range of services and professionals to meet children's individual needs. This enables staff to ensure all children receive the support they need to make good progress. This includes those with special educational needs and/or disabilities and those who are learning English as an additional language. Staff know the children very well. The manager uses additional funding effectively to extend opportunities and experiences available to children. For example, recently the setting has purchased a speaking and listening programme which incorporates technology to support children to work collaboratively on an area that interests them.

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

- Staff provide children with a variety of resources and activities that promote a good level of challenge appropriate to their age and stage of development. For instance, children explore a range of fruits and vegetables. They try out different ways of opening each fruit, for example using small hammers to break open the watermelon. Staff encourage children to segment the oranges independently. As a result, children develop the small muscles in their hands and fingers to promote their early writing skills. Children show curiosity and motivation to delve into the different textures. For instance, they use their hands to squash and mix the flesh from the fruits together.
- Staff have formed strong partnerships with parents. Parents comment on how well their child has settled into the provision and the range of activities on offer when they arrive. Parents describe the staff as 'very friendly and welcoming'. Staff develop children's knowledge and understanding of the world we live in. For example, some parents work in the military and come in and talk to the children about their roles and why they are important. Staff involve parents in

their child's learning as they regularly share assessments and observations which link to the early years curriculum.

- Children show delight as they play cooperatively in the hospital role-play area. For example, children take it in turns to carefully wrap bandages around the pretend babies to make them feel better. Some children use the hospital equipment to check each other's heartbeats, and they make marks to record their results. Children have access to the light box which they curiously explore and make links with the x-ray images. Therefore, children's imaginations and creativity are positively enhanced.
- Staff teach children about the importance of sharing and being kind to one another. They promote their golden rules through verbal and visual reminders throughout the provision. Most children behave very well in the setting. However, at times, some staff do not consistently use effective strategies with children to deal with any unwanted behaviour. As a result, some children become disengaged and make it harder for other children to remain deeply focused on their learning.
- Children show high levels of independence in their play as they choose from the variety of resources indoors and outdoors. However, large-group activities such as circle time are not as effective as other group activities. This is because children of mixed age ranges and abilities are together. Consequently, children become restless and struggle to concentrate.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge of the procedures to follow to protect children's welfare. Staff have a good understanding of child protection policies and procedures, including wider safeguarding concerns. Staff receive regular training to ensure their safeguarding knowledge is up to date. Managers use risk assessment effectively to ensure children's safety remains a high priority. Managers have robust recruitment procedures and ongoing checks to help ensure the suitability of staff. New staff receive a clear induction before they start to enable them to fully understand their roles and responsibilities.

What does the setting need to do to improve?

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

- ensure staff manage behaviour consistently and effectively to help children understand the boundaries and support them to make positive choices
- review the organisation and structure of group times to take into consideration the age ranges and individual needs of the children present, to enhance learning opportunities to the highest level.

Setting details

Unique reference number	EY409900
Local authority	South Gloucestershire
Inspection number	10125964
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	35
Name of registered person	Learning Through Play Ltd
Registered person unique reference number	RP907777
Telephone number	07803124099
Date of previous inspection	14 May 2014

Information about this early years setting

Abacus @ Mangotsfield registered in 2010 and is one of four private settings that is run and managed by the owners. The setting is open on weekdays from 8.30am until 3.30pm, during term time only. It receives funding for the provision of free early education to children aged two, three and four years. There is a total of four staff, three of whom hold recognised childcare qualifications at level 3.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- The quality of teaching was observed during activities indoors and outdoors. The impact on children's learning was assessed.
- A joint observation on an activity was completed with the manager.
- Children's developmental records were observed. The inspector tracked children's progress and discussed children's individual targets with the key person.
- Verbal feedback from parents was gathered and the inspector took account of their views.
- A sample of documentation, including children's assessment records, staff suitability records and Pre-school policies and procedures, was seen by the inspector.

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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