

Inspection of Mangotsfield Pre-School

Emersons Green Primary School, Guest Avenue, Emersons Green, Bristol,
Gloucestershire BS16 7GA

Inspection date: 6 July 2022

Overall effectiveness

Outstanding

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

All children positively thrive in this warm and stimulating pre-school. Staff are extremely caring and knowledgeable, and they meet all children's needs exceptionally well. Children explore and learn at their own pace as staff expertly offer support and challenge. All children, especially those with special educational needs and/or disabilities (SEND), make excellent progress, as there is an incredibly ambitious and well-planned curriculum. For example, as children make paper caterpillars to understand change, older children learn that paper contains molecules that can expand when wet, while younger children learn that paper changes when you add water to it. Staff expertly differentiate for each child according to their stage of development. They model new words for explaining the meaning, and they ask children to repeat what they have learned.

Children feel extremely safe and secure. They behave exceptionally well and independently follow the well-planned routine. Staff are very consistent, so children know what to expect and when. Children are very confident and have a can-do attitude. They stay focused at activities for long periods of time as staff expertly offer challenge and help children to succeed. For example, older children transport water from one container to another through a system of guttering they have created. They help younger children to join in and give them scoops to collect water. They stay focused at this activity for a long time. Staff ask how they could make water travel further and faster, to challenge their thinking.

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

- Children develop excellent communication and language skills. Staff have a sharp focus to help children become confident communicators. They model new words well and use open-ended, thought-provoking questions at every opportunity. These support children to extend their thinking and learning as they play. Children develop a good understanding of rhyme as staff thread songs and rhymes throughout the routine. For example, children sing a 'sit-down' rhyme as they gather for circle time. Children develop a love of books as staff expertly share stories throughout the day, encouraging children to recall and talk about what is happening.
- Children gain a deep level of understanding of mathematics. They use language for shape and size as they play, and they learn number symbols and quantities as they count out things they need for their play. Older children learn to use 'plus', 'minus' and 'equals' as they work out simple sums, and they consider how numbers change when they add or take away items. Younger children explore numbers one, two and three as they play with ducks in the water.
- Children learn about the world as they explore insects in the wild garden. They watch newts emerge from the pond and a fox family playing on a nearby field.

They help to grow fruit and collect it to eat for snack. They learn about the importance of eating these foods to keep their bodies healthy and strong. Children have lots of space to run freely and climb. They climb up the bank and seek shelter from the sun under the trees.

- Children feel valued and respected and have strong bonds with their key person. Children from a range of complex backgrounds with different needs are exceptionally well supported to feel secure and express their feelings. Staff help children to learn about their emotions. As a result, children look after each other and work collaboratively to get jobs done, such as during tidy-up time.
- Staff work exceptionally well with the local school and other outside agencies. The special educational needs coordinator (SENCo) ensures all children with SEND make excellent progress. She engages with outside agencies effectively to ensure children with SEND have all the support they need to succeed. She works with parents and the SENCo from the next setting children are moving on to, to ensure these children have a smooth and effective transition. She professionally shares strategies and targets, so they continue to make progress.
- Partnerships with parents are extremely effective. Parents feel their children are highly valued and supported. Staff expertly share children's learning and next steps regularly with parents. They share highly effective learning packs for parents to use at home to support children's development and learning.
- The manager is incredibly reflective and ambitious for all children. She goes above and beyond what is expected to ensure all children thrive and are ready for the next stage in life. She inspires her team to be the best it can be. She offers ongoing support for staff's well-being, and inspiration to develop their practice. She constantly finds ways to improve the pre-school to meet each child's needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of their duty to safeguard children. They all attend regular training, which ensures they have robust knowledge of all areas of safeguarding and how to identify potential signs of abuse. Staff know how to accurately report and record any concerns they have regarding the well-being and safety of all children. Staff carry out regular risk assessments of all areas of the provision and take swift action to eliminate anything that poses a risk to children's safety. The manager has robust systems in place to ensure safe recruitment and ongoing suitability of all staff.

Setting details

Unique reference number	2552075
Local authority	South Gloucestershire
Inspection number	10215756
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	54
Number of children on roll	48
Name of registered person	Mangotsfield Pre-School Limited
Registered person unique reference number	RP530153
Telephone number	07814698276
Date of previous inspection	Not applicable

Information about this early years setting

Mangotsfield Pre-school re-registered in 2019. It is a privately run setting and is situated in the grounds of Emersons Green Primary School, Emersons Green, Bristol. It is open from 9.15am to 2.45pm, Monday to Friday, term time only. The pre-school receives early years government funding for two-, three-, and four-year-old children. There are five members of staff, four of whom have a relevant level 3 early years qualification.

Information about this inspection

Inspector

Sian Bath

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector and the manager carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff to work in the nursery.

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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