

# Inspection of Abacus @ Mangotsfield Resound

Resound Centre, Blackhorse Road, Emersons Green, Bristol BS16 9BP

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Inspection date: 23 April 2025

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## **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

Children thrive in this nurturing and inclusive pre-school, arriving full of enthusiasm and demonstrating a strong sense of belonging. Warm, caring staff welcome them with familiar routines, creating a calm and secure environment. As a result, children feel safe and valued. All children are celebrated as individuals. For example, staff sing welcome songs in children's home languages. The thoughtfully designed and ambitious play-based curriculum is tailored to each child's unique educational journey, with clear next steps that extend learning and spark curiosity. For example, children use tools to cut herbs and spices to make 'chocolate mud cakes'. Staff skilfully extend children's learning to help them to solve problems, such as how to loosen the mud at the bottom of the jar.

Staff interactions with children are of a consistently high quality. For example, planting vegetables sparks great conversations about what happens next, healthy eating choices and the promotion of oral hygiene. Staff support children to learn to manage conflict with other children independently. This is reflected in children's confidence in using sand timers to identify when it is time for another child's turn. Children behave exceptionally well and are kind and respectful of others. The support provided for children with special educational needs and/or disabilities is a real strength of the pre-school. The use of additional funding is carefully considered and resources purchased that target any gaps in their development. Strong partnerships with parents and other professionals help to ensure children receive the support they need quickly and effectively. All children make exceptional progress from their learning points.

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

- The provider is passionate about giving all children the best possible start. Staff are extraordinary role models and treat others with kindness and respect. As a result, children's behaviour is exceptional. Secure systems are in place to support children with conflict resolution. For example, children using the smart screen to complete a challenge can clearly explain the rules of turn taking when asked by staff.
- To ensure children feel safe and secure when starting pre-school, they are assigned a peer 'buddy' to help support them during those vital early days of transition. For example, the buddy invites them to play and introduces them to their friends. This helps children to settle and quickly establish relationships with others.
- The provider has robust processes in place to help children learn how to keep themselves safe. For example, at the beginning of every term, children practise a fire evacuation every day for the first week. They join together when the bell is rung and then walk to the designated meeting point. Staff take this opportunity

to sing as a group and make it a positive experience. Children and staff actively respond to the register as this is taken for everyone at the pre-school. This ensures children are familiar with this process.

- Staff say that they feel highly supported by the provider. The provider is committed to developing the highly experienced team even further. Relevant, tailored training and coaching for staff help ensure children receive the best possible care and education. The provider uses observations of staff practice to provide in-the-moment coaching.
- Staff skilfully weave the teaching of mathematical language into their practice. For example, when filling pots with soil, they initially ask children to guess how many scoops will be needed, and then count them out, using language such as 'Do you need more or less?' This helps to develop children's critical thinking.
- Parents say that they are very well supported by the pre-school. Staff share detailed information with parents to help them support children's learning at home. When parents record information on the online app about what children have been doing, staff support children to recall the events and share stories about what they did. Staff know the children and their families exceptionally well, and all feel welcomed.
- Children demonstrate excellent levels of independence. They access their shoes and coats before they go outside without being asked to do so by staff, aware that the weather requires them. Staff take the time they need to teach children how to put their coats on by themselves. Children demonstrate great perseverance and pride in their own accomplishments. Older children mostly attend to their own self-care, which helps to prepare them for school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | 2720456                            |
| <b>Local authority</b>                             | South Gloucestershire              |
| <b>Inspection number</b>                           | 10380927                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 32                                 |
| <b>Number of children on roll</b>                  | 49                                 |
| <b>Name of registered person</b>                   | Learning Through Play Ltd          |
| <b>Registered person unique reference number</b>   | RP907777                           |
| <b>Telephone number</b>                            | 07595465980                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Abacus @ Mangotsfield Resound registered in 2022 and is one of four private settings that is run and managed by the owners. The setting is open on weekdays from 8am to 4pm, during term time only. It provides funded care and early education for children aged two, three and four years old. There are five staff, three of whom hold recognised childcare qualifications at level 3.

## Information about this inspection

### Inspector

Chris Langdon-Casey

## Inspection activities

- The inspector held discussions with the manager throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to parents and took their views into account.
- The inspector talked to staff and the children at appropriate times during the inspection and took account of their views.
- The inspector and the manager carried out a joint observation to assess staff interactions with children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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