

# Misterton Pre-School

Inspection report for early years provision

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**Unique reference number** 142967  
**Inspection date** 07/07/2009  
**Inspector** Carol Johnstone

**Setting address** Misterton Village Hall, Unity Lane, Misterton, Crewkerne,  
Somerset, TA18 8NY  
**Telephone number** 07870103376  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Misterton Pre-School was registered in 1993 and operates from within the village hall in Misterton, Somerset. They are open each weekday from 09.00 to 13:00, during term time only. The children have access to the recreation ground and play park for outdoor play. A maximum of 34 children aged from 2 years to the end of the early years age group may attend at any one time. Currently, there are 50 children on roll who are all in the early years age group. The pre-school is run by a parent committee and employs seven members of staff, all of whom hold childcare qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. A wide range of free play activities are available each day for the children to choose from. However, the lack of effective interaction from staff means that children's learning and progress is limited. Observation and assessment records are inconsistent and do not identify children's progress, their next steps for learning or how these will be achieved.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- carry out a full risk assessment for each type of outing (Safeguarding and welfare) 07/07/2009
- ensure that there are appropriate contents in the first aid box (Safeguarding and welfare) 07/07/2009
- plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs (Organisation) 28/07/2009
- ensure that there is a balance of effective adult led and freely chosen activities (Organisation) 28/07/2009
- increase the use of effective interaction during all of the activities which will stimulate and challenge children and help them think and learn (Organisation) 14/07/2009
- use observations to effectively assess children's abilities, to identify their individual needs and to plan their next steps in learning (Organisation) 28/07/2009
- use the planning of activities to facilitate children's individual next steps in learning (Organisation) 28/07/2009

To improve the early years provision the registered person should:

- ensure that staff deal with behavioural issues swiftly and effectively
- develop staff's knowledge of the Early Years Foundation Stage to ensure that they can effectively support children's learning

## **The leadership and management of the early years provision**

Policies and procedures are regularly updated and are made available to parents to inform them of how the group operates. However, although written risk assessments are completed annually for the premises and supplemented with a daily visual risk assessment, they are not completed for all outings which is a requirement. Staff have an adequate understanding of the types and signs of child abuse. Consequently, they would be able to identify a child at risk and obtain external support for them.

The supervisor actively encourages the staff team to develop their knowledge and attend training courses when they become available. She makes sure that first aid training is always up to date and has recently arranged safeguarding children training for some staff. However, not all staff have a working knowledge of the Early Years Foundation Stage which means that children are not fully supported in their learning.

The supervisor has started a very honest self-evaluation process which identifies key areas for development. However, the staff team are not involved in contributing to this. Recommendations made at the last inspection have not all been met. This particularly relates to recommendations made about children's learning and development, the observation and assessment systems and the planning of activities.

Staff ratios are always maintained. However, at times, the staff seem to be unclear of their roles in supporting the children during activities and addressing behavioural issues. This causes, at times, a chaotic and very noisy environment which unsettles the younger children.

The supervisor supports children with additional needs effectively, liaising closely with parents and external professionals to ensure that specific learning plans are adhered to.

Children have limited opportunities to learn about the cultures and religions of others in the wider world. The range of resources reflecting diversity and disability are also very limited.

There are friendly relationships with parents and a daily discussion on arrival and collection of the children. There is a meeting each term with all parents to discuss children's progress. However, due to the inconsistency in staff's knowledge about where children are in their progress and the inadequate assessment records, these are not fully effective in keeping parents informed.

There are firm links with the local feeder school in the village and children make regular visits there in the term before they are due to start. The supervisor is aware of the need to share information with other pre-schools and childminders who share the care of the children attending.

A very committed chair person and parent committee actively supports the setting and the supervisor with regular meetings and line management.

## **The quality and standards of the early years provision**

Children have free play throughout the session. They can choose from puzzles, play dough, small world, books, a computer, construction and an indoor trampoline and climbing frame. In addition, there are two adult led activities during each session such as painting and building towers with bricks. However, across all of the activities, staff are not effective in using challenging and stimulating interaction to help the children think and learn. Consequently, children do not become engaged in the activities and wander off to something else very quickly. At times, because the children are bored, their behaviour deteriorates and they start to become disruptive and quarrelsome. Staff are not always swift in dealing with this and some incidents go unnoticed.

Brief observations of the children are taken during the adult led activities. However, they are not used effectively to identify children's abilities, to see if extra support is needed and to plan their next steps in learning. Staff are unclear of where their key children are within the areas of learning and what they need to do next to help them progress effectively. Planning is used to vary the activities on offer. However, it is not used to help children's progress and identify their next steps for learning.

Children have healthy snacks each day of fruit and milk, and parents are reminded to send healthy choices in for packed lunches. Children make regular visits to an allotment and grow vegetables to take home. Children benefit from daily exercise in the field outside and they can also use the indoor trampoline and climbing frame. There are frequent walks within the local area. Children learn to wash their hands before snack and lunch time. Paper towels are used to avoid the risk of cross infection. Staff are careful to make sure that children with allergies are safe and some items such as nuts are not allowed at the pre-school to eliminate any risk. The sickness policy gives parents clear guidelines of how long to keep children away who have had infectious illnesses in order to protect the other children. Some of the contents of the first aid box are out of date.

There is effective security on the door which is kept locked after children have arrived and there is a visitors book used. Children learn about their personal safety through being reminded to be careful with scissors and to hold hands when they are going outside. There are also safety discussion topics during circle time, for example 'stranger danger'. Children are encouraged to be considerate to others, to share their toys and apologise when they behave inappropriately.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met