



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253060

DfES Number: 516178

INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Beverly Kemp-Russell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Misson Pre Schools Playgroup
Setting Address	Community Hall, Vicar Lane Misson Doncaster South Yorkshire DN10 6EG

REGISTERED PROVIDER DETAILS

Name	Misson Pre-school 517775
------	--------------------------

ORGANISATION DETAILS

Name	Misson Pre-school
Address	Community Hall Vicar Lane, Misson Doncaster South Yorkshire DN10 6EG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Misson Pre-School has been registered since 1984. It operates from the community centre situated in the heart of the village.

There are currently fifty children on roll. This includes twenty two funded 3-year-olds and two funded 4-year-olds. Children attend for a variety of sessions. The setting supports a child with special needs.

The Pre-School opens Monday to Friday 09:00 to 11:30 hours and Monday and Tuesday from 13:00 to 15:30 hours. There is also a lunch club Wednesday to Friday from 11:30 to 12:55 hours. Term time only.

Six staff work directly with the children. Over half the staff have an early years qualification. The setting receives support from Early Years Development partnership.

How good is the Day Care?

Misson Pre-School provides good quality care for children. The areas used by children are well maintained, effective use is made of space by strategically positioned items of furniture and equipment. Display boards are used to display children's work and a range of information is displayed for parents. The operational plan is effective and is put into practice. Management is strong and staff are well supported although the induction process for new staff is to include more information.

Staff are competent and confident and there are clear Health and Safety procedures in place to ensure that children are cared for in a safe and secure environment, staff are vigilant in their supervision of the children. Effective cleaning routines, and health and hygiene practises help to prevent the spread of infection and ensure appropriate care of children who are ill or injured.

The range of toys and activities provide children with play experiences to develop in

all areas, and staff provide an appropriate level of support to extend learning. They have good relationships with the children and evidence good knowledge of children's individual needs. Children approach them with confidence and are friendly, happy, very confident and independent. Staff are good role models and gently guide the children and offer praise and encouragement, children's behaviour is good. Children with special educational needs are well supported.

Records required for registration are in place and children's records provide a good level of detail. There are effective systems in place for exchanging information between staff and parents both verbally and in writing. Staff build very good relationships with parents and carers.

What has improved since the last inspection?

At the last inspection 26/02/2002 staff agreed to complete an action plan to ensure staff qualifications would be improved, ensure all persons who have regular contact with children have undergone vetting procedures, all documentation, policies and procedures are kept in line with National Standards and that the hot water temperature in the hand basins in the toilets is regulated.

The staff and committee have completed all actions from the last inspection to ensure the smooth running of the pre-school and to ensure children are safe.

What is being done well?

- The staff team are competent and confident, and work effectively together, supporting each other, to ensure the smooth running of the session.
- Staff have good relationships with the children. Staff offer appropriate support and guidance to encourage the children's independence skills and extend learning.
- A very good partnership with parents and carers is fostered through effective verbal and written communication.
- Staff are consistent in their approach to reinforcing positive behaviour and children respond well.

What needs to be improved?

- induction process for new staff.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure induction process for new staff is developed further

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Misson Pre-School provides generally good quality nursery education. Effective teaching helps children make generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Planning provides a suitable framework to help children make progress. However, assessment is not used effectively to inform future planning and does not include extension for more able children. The key strengths in personal, social and emotional development are due to the staff skilfully fostering children's independence skills. Children's behaviour is good, staff are good role models and consistent in their approach. Activities are planned and staff use space effectively to promote children's all round development. Children with special are included and supported.

Children's mathematical development is generally good. However, opportunities for children to develop mathematical skills in the areas of problem solving are limited. Children have access to a good range of toys and equipment but opportunities for children to practice large body skills are limited. The staff provide opportunities for children to use their imaginations and there are a generally good variety of activities available on a day to day basis. Planning reflects knowledge and understanding of the world and children have opportunities to access information and communication technology daily.

Leadership and management is strong. Staff work well as a team and effective systems are in place to ensure that good early years practice is shared. However, systems for monitoring and evaluating the effectiveness of nursery education are not in place.

The partnership with parents is very good. Staff regularly share information with parents about their child's progress and a key worker system supports this. Parents receive good information about the group and are encouraged to be involved in the children's learning.

What is being done well?

- The staff team are competent and confident, and work effectively together, supporting each other, to ensure the smooth running of the session;
- Staff's knowledge of the Early Learning Goals ensures children are making generally good progress in all areas;
- Staff provide an interesting range of activities and make good use of space and equipment to promote children's all round development;
- A very good partnership with parents and carers is fostered. Parents are made to feel welcome in the pre-school and information is shared both

verbally and written. A key worker system supports this;

- Staff are good role models and are consistent in their approach to reinforcing positive behaviour. In response, children's behaviour is good;
- Leadership and management is strong with good support from the committee.

What needs to be improved?

- opportunities for children to develop mathematical ideas and methods to solve practical problems;
- opportunities for children to practice large body movements and physical skills more frequently;
- the settings effectiveness in monitoring and evaluating the provision for nursery education;
- assessment to be used effectively to inform future planning and to include extension for more able children.

What has improved since the last inspection?

The key issues from the last inspection have been addressed. The planning has been reviewed and a more consistent approach developed where learning objectives are clear. However, extension for more able children is still to be identified. The setting has developed a system for informing parents and carers of children's progress and achievement. They have an open door policy and communication is very good. a notice board is available for parents, regular newsletters are produced and parents are welcomed into the pre-school.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children's behaviour is good and they learn to take responsibility for their own actions. They relate well to each other and have formed effective relationships with staff. Children are confident and motivated to learn, they select resources and activities independently. Children show care and concern for others and are developing their understanding of diverse cultures and beliefs. Children demonstrate a sense of pride in their own achievement when using painting materials.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Interaction between staff and children encourages the development of communication skills. Children are developing confidence in their ability to use words to communicate. They are linking sounds and letters when talking with staff during activities such as story and discussion time. Children listen to and join in with stories both one to one and in small groups.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are confident in using correct mathematical language in a variety of situations. Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities, recognising and counting reliably, numbers 1 to 10. There are limited opportunities for children to develop mathematical ideas and methods in the areas of problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Activities are effective in teaching children to look closely at differences and the way things change. These include growing things and seed planting as reflected in the planning. Children are making independent choices in their exploration, experimentation and investigation of the world around them. There are opportunities to access information and communication technology and children show an interest.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children's small hand skills are developed through effective use of a wide range of equipment. However, large apparatus and opportunities for children to practice large body movements are limited. Children move confidently and in safety when playing. Children access and use a good range of equipment in both outdoor play areas providing purposeful opportunities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Opportunities are provided for children to play a range of musical instruments and to explore different sounds. They draw on first hand experiences when engaging in role-play activities in the vets. Children use a range of media to explore colour, shape and texture and there are varied creative activities available on a day to day basis. They use body language, gesture, facial expression and words to indicate personal satisfaction or frustration when playing in the small world area.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key issues;
- opportunities for children to develop mathematical ideas and methods to solve practical problems and for children to practice large body movements and physical skills more frequently;
- improve the settings effectiveness in monitoring and evaluating the provision for nursery education;
- ensure assessment is used effectively to inform future planning and to include extension for more able children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.