

# Misterton Pre-School

Inspection report for early years provision

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**Unique reference number** 142967  
**Inspection date** 14/09/2010  
**Inspector** Elaine Douglas

**Setting address** Misterton Village Hall, Unity Lane, Misterton, Crewkerne,  
Somerset, TA18 8NX

**Telephone number** 07870103376

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Misterton Pre-School is run by a parents' committee. It opened in 1993 and operates from within the village hall in Misterton, Somerset. Children have access to the adjacent recreation ground and play park for outdoor play. It is situated in the rural village of Misterton, approximately two miles from Crewkerne. The pre-school is open each weekday, term time only, from 9am to 1pm, with an optional lunch club from 12pm to 1pm.

The pre-school is registered on the Early Years Register. A maximum of 34 children may attend the group at any one time. There are currently 26 children aged from two to under five years on roll, some in part-time places. There are five members of staff. The supervisor holds a level 4 early years qualification, one member of staff holds a level 3 qualification and three staff hold a level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Through self-evaluation tools, early years advice and training, staff have made sound progress in improving the provision since the last inspection. Systems to evaluate practice help identify most strengths and weaknesses. Actions to improve are being implemented. Their partnership with parents is now a strength of the setting, and consequently they are able to meet the individual needs of the children. Some staff have attended training in order to increase their confidence in using the Early Years Foundation Stage framework. This means that, overall, children make satisfactory progress in their learning and development. Appropriate procedures and good deployment of staff help to keep children safe and secure, although some required information is missing in the safeguarding policy.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding policy includes procedures for informing the correct regulating body in the case of allegations against staff (Safeguarding and welfare) 30/09/2010

To further improve the early years provision the registered person should:

- increase the opportunities and resources for children to develop their emergent writing in their play and activities
- improve the organisation of the environment to enable staff to make more effective use of their time

- develop the resources and the environment which reflect diversity in our society in order for children to develop a positive sense of others
- improve the assessment records in order to record evidence of children's next steps in learning

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

Since the last inspection all staff have undergone a refresher training in child protection issues. They have also had in-house training on their own safeguarding policies and procedures. Consequently, they have a sound awareness of child protection issues and clear documentation is available to provide further guidance. This was an action set to meet requirements at the previous inspection. However, the child protection policy is not clear about the role of the Independent Safeguarding Authority. All staff and committee have undergone relevant checks to ensure their suitability. Appropriate risk assessments are carried out on all areas used by children, both on and off the provision to promote their safety without reducing their independence. Effective procedures ensure that children only leave the premises with a suitable adult. Children and staff attendance is clearly recorded to safeguard children's welfare. Satisfactory information is obtained on children's registration forms to promote their welfare and keep them safe, for example, emergency contact details. Suitable procedures are followed to administer medication and first aid. Most staff are trained in first aid and a good supply of first aid equipment is available. An action plan is in place for staff to attend food hygiene training.

The manager has returned from maternity leave and meets regularly with the committee to evaluate practice. Staff meetings and mentoring are used to promote staff confidence in delivering the Early Years Foundation Stage framework. Support and advice has been sought from the local authority and all staff now take an active role in self-evaluation. This ensures that actions for development are identified and there is a shared commitment to ongoing improvements. For example, the introduction of a parents' questionnaire enables parents' opinions to be sought. An outcome of this is that staff now make themselves available to talk to parents on a daily basis. Staff are now deployed effectively to keep children safe and meet their needs. For example, one member of staff closely supervises a two-year-old using the suspension bridge in the play park. This was set as an action to meet requirements at the previous inspection.

The environment and resources are organised to welcome children and provide good space to play. However, the deployment of some resources impacts on the effective use of staff time. For example, children are unable to access aprons while playing with the water; they get very wet and staff spend time changing them. Appropriate equipment is in place to support different development needs of the children, for example, nappy changing facilities, potties and toilets. Flexible routines give children time to complete their activities and make decisions. For example, the cafe style snack enables children to decide when and how much they would like to eat. Children are regularly reminded when the cafe is available and informed again when it is about to close. However, when a child who is new to the

setting requests the snack after it has closed, it is provided for him.

The partnership with parents is good. Parents have good opportunities to be involved in the committee and to attend sessions as an adult volunteer.

Information on key workers is displayed and settling in procedures are individual to the children and their families. Photographs of the children engaged in activities are displayed on the new Early Years Foundation Stage board. Parents provide good information on their child's starting points and regularly inform the key person of changes to what makes their child unique. Written and photographic observations provide evidence of children's development. However, there are no 'next steps' plans for parents' reference. Staff are currently being supported by the supervisor in identifying children's next steps and linking it to the planning. Written and verbal links are made to support children who attend more than one setting. Transfer forms are used to provide a summary assessment of development for those children moving onto school.

## **The quality and standards of the early years provision and outcomes for children**

Some staff have attended training in order to increase their confidence in using the Early Years Foundation Stage framework. Staff are beginning to ask children open-ended questions to challenge their thinking and promote problem-solving. A balance of adult-led and child-initiated activities are available, both inside and outside, for children to choose from. The adults' appropriate deployment means they are available to provide support and interaction to promote development. Focused activity plans enable staff to understand the learning intention and areas for extension and/or support for individual children. Access to a trolley of creative resources enables children to develop their own ideas and promotes their imagination. However, limited access to writing resources prevents children from developing their emergent writing in their play and activities. Child-size seating makes the book area comfortable for children and plans are in place to further develop this area. This encourages children to use books independently. Children confidently use the computer and are able to operate simple programs, promoting their skills for the future. Some staff provide good interaction taking opportunities to routinely promote mathematical skills. For example, one child is encouraged to count how many pieces of banana they have. Another older and more able child is supported in counting how many bricks they have built; when they add two more they count how many they have in total. Children appropriately learn through doing things for themselves and trying new skills.

Children are confident and generally well-behaved. Minor incidents are dealt with appropriately and children are beginning to understand right from wrong through consistent behaviour management. However, there are limited resources and positive images which reflect diversity in our society in order for children to develop a positive sense of others. Children enjoy the activities and remain at them until they have completed them to their own satisfaction. Children are very independent at snack time and through close supervision are able to use knives to prepare their own fruit. This promotes their physical skills and their awareness of

using tools safely. They regularly practise the emergency evacuation procedures and are regularly reminded of the 'golden rules' which include behaving in a way to keep themselves and others safe. Regular use of the play park supports their awareness of using large equipment safely, while promoting their development.

Children are developing a good awareness of their personal health and hygiene. They help themselves to fresh drinking water and understand about dressing appropriately for the weather. They attend an allotment where they grow their own fruit and vegetables, and each child brings in fruit for their snack. They independently wash their hands before eating and after using the toilet, using the paper towels and liquid soap provided. Children comment on needing to wash their hands so germs do not get in their tummy. Children have daily opportunities to be outside, enjoy exercise and use a range of physical equipment. For example, all the children work together to manoeuvre the large parachute.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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