

# Misson Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	253060
<b>Inspection date</b>	02/11/2011
<b>Inspector</b>	Joanne Gray

<b>Setting address</b>	Community Centre, Vicar Lane, Misson, DONCASTER, South Yorkshire, DN10 6EG
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<b>Telephone number</b>	07703 151685
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**Email**

<b>Type of setting</b>	Childcare - Non-Domestic
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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*.

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.

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## **Description of the setting**

Misson Preschool has been registered since 1984. The setting is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It operates from the community centre situated in the heart of Misson in Doncaster, South Yorkshire. A maximum of 28 children may attend at any one time. There are currently 37 children aged from two to five years on roll. This includes 11 funded three and four year olds. The setting supports children with special educational needs and/or disabilities. The setting is open Monday to Friday 9am to 12noon and operates a lunch club from 12noon to 1pm, term time only.

Five members of staff work directly with the children. Of these one has Qualified Teacher Status, two have a Level 3 early years qualification and two have a Level 2 early years qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff are committed to ensuring each individual child feels happy and secure, which helps to ensure that they all make good progress in their learning and development. Their individual needs are met well as staff are proactive in ensuring they have a good knowledge of their key children. The staff provide a safe learning environment that mostly promotes their independence. Good links with other providers and extremely positive relationships with parents are a key strength and are significant in ensuring children with additional support needs reach their full potential. The manager fosters a culture of reflective practice which leads to continuous improvement of the setting.

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

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

- enhance children's independence and choice further by developing more opportunities for free-flow between indoors and outdoors.

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

The arrangements for safeguarding and promoting children's welfare are good. Through accessing safeguarding training, staff have a good understanding of their responsibilities in protecting children from harm. They have effective procedures in place for identifying any child at risk of harm and for reporting and monitoring concerns. This means they ensure children's welfare is paramount. Staff retention at the setting is good and there are effective recruitment and vetting procedures in place. This contributes to ensuring staff members are suitable to work with

children.

Staff establish excellent relationships with parents, who speak very highly of them, which leads to improvements in children's achievement, well-being and development. They are kept fully informed of current information through the use of notice boards, half-termly newsletters and on-going verbal exchanges of communication. From the outset parents share detailed information about their children's background, routines, needs and levels of ability, enabling practitioners to respond sensitively to their individual needs and to identify clear starting points for learning. Staff provide parents and carers with regular, high quality information about children's achievements and identified next steps, along with guidance about ways they can support their child's learning. Parents are involved in decision making through informal verbal exchanges, along with effective use of questionnaires.

Very good systems are in place to support children with special educational needs. For example, highly effective links with other professionals results in the children making good progress. Good relationships have been established with local schools, the use of photograph albums and regular visits strongly support a smooth transition for children when they move on.

The well established and highly committed staff team work cohesively together, they continually reflect and evaluate practice, identifying areas for improvement. They attend regular training and implement their learning to enhance the setting, for example a den has been added to provide an additional communication area. Overall, staff organise resources well so that children can make safe and independent choices in their play. However, during the winter months, organisation of outdoor play is more structured and means children do not access it as independently as they do in the summer months.

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

Staff members have good relationships with the children. They know them very well and this means they effectively meet their individual needs. They are actively involved in children's play and, through positive interactions, they challenge and support their learning. Observation, planning and assessment arrangements are good. For example, through regular observations, assessments and daily discussions with the children, staff have a good understanding of their abilities, likes and interests. This means when planning for their next steps they fully incorporate children's ideas, such as aeroplane themes and the use of dolls for counting activities. This results in children having a positive and enthusiastic approach to their learning and it fully supports them in making good progress across all areas of learning.

A wide range of resources are available to stimulate the children's thinking. These are organised for independent access enabling children to make decisions about their play. Independence is further developed as children of all ages are actively encouraged to tidy away after themselves and follow tidy away routines

accompanied by music. Adult-led activities are well planned and organised to meet the needs of all children. Children enjoy a variety of art and craft activities, such as painting which helps to develop early mark making skills. They confidently access their name cards to write their names on pictures they have created. Children communicate well and are able to express themselves clearly. Story time and a sound box activity are very popular, with children being engaged as they listen and join in. Such activities develop good concentration, their ability to listen, memory skills, a love of books and extend their vocabulary. Excellent use of sign language with the children and use of 'Observe, Wait, Listen' techniques ensures all children can communicate their thoughts, ideas and feelings. Children learn to count in everyday situations, such as the number of children going outside or sitting on the carpet and learn to match as they play sorting games.

Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity through planned activities and positive images portrayed through resources. They actively help children to learn respect for others and to develop their awareness of differences. Projects such as 'Me, My Community, My World' create good opportunities for children to explore their local area and the wider world. Children's understanding of their community and locality are further enhanced with visits from the police, nurse, school crossing patrol, and when they go on monthly visits to the nearby church.

Children demonstrate a sense of belonging and they feel safe and secure as they show confidence in their surroundings and with all practitioners. Staff help children to be sensitive to the needs of others by helping them understand about sharing and taking turns, they are reminded to use 'kind hands'. Children are developing good skills for the future, as they become competent communicators and confidently use the computer. Staff display work on a low level 'proud board' promoting children's self esteem as they share their achievements with their peers.

Children follow good hygiene routines and talk about the reasons why they wash their hands before snacks. Freshly prepared snacks provide children with a good variety of healthy foods which include fresh fruit and vegetables. Staff effectively support children's on-going good health by maintaining good standards of hygiene at all times. Outside practitioners provide opportunities for children to be active and improve their skills of coordination, control and movement as they successfully ride around on wheeled toys.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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