

Misson Pre-School

Community Centre, Vicar Lane, Misson, Doncaster, South Yorkshire, DN10 6EG



Inspection date

17 September 2015

Previous inspection date

2 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and committee work well together to effectively implement the requirements of the Early Years Foundation Stage. They have thorough recruitment and safeguarding procedures in place. These procedures are correctly followed by staff, in order to protect children and keep them safe.
- Children's communication is actively supported. Staff ask children questions that encourage them to think and ensure that they give them enough time to respond. Consequently, children are confident and able communicators.
- The manager utilises the strengths of the highly qualified staff team, in order to promote good outcomes for children. Literacy and mathematics are very well taught and children have good opportunities to extend their learning due to the consistently high level of teaching.
- Staff have built good partnerships with the local school, childminders and the children's centre. This supports children's emotional well-being, development and their transition on to the next stages in their learning.
- The manager demonstrates clear motivation to continually develop the pre-school. She invites staff, the committee and parents to contribute to assessing the standards of practice. These views are then used to improve the quality of the service provided.

It is not yet outstanding because:

- Activities planned for younger children are occasionally over directed by the staff.
- Staff do not always share new and significant learning quickly enough with parents.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the way learning experiences are delivered to younger children during planned activities
- strengthen information sharing practices with parents so they are more regularly informed of their child's progress.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed a member of staff discussing a child's two year progress check with a parent.
- The inspector completed joint observations with the nursery manager and the deputy manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff and the committee.
- The inspector spoke to parents during the inspection, viewed letters written by parents and took account of their views.

Inspector

Kathy Kilner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a very good understanding of how to manage any concerns they might have about a child or member of staff. The manager and committee keep up to date with new legislation and implement any changes with regard to keeping children safe. The manager and her deputy monitor the learning of all children at the setting. They determine whether there are any gaps in children's learning and identify if additional support or resources are needed. There are no children at present with special educational needs but there are good systems in place to meet any future children's needs. The manager has effective supervision procedures and regularly observes staff working with the children. This means that staff training is targeted to promote better learning opportunities for all children.

Quality of teaching, learning and assessment is good

Staff accurately observe and assess children's abilities and use these assessments to plan the next steps in children's learning. They recognise that good communication skills support all areas of learning and actively support this. Children are encouraged to listen and comment on everyday sounds. Staff then support children with letter sounds, observing phonics sessions at school to ensure that children have continuity in their learning. Children have daily opportunities to learn as they play independently and during adult-planned activities. Some planned activities are very good. Welcome time, for example, is particularly well delivered. Children are encouraged to think things through and to find answers to problems. However, some activities planned for younger children are not as successful. This is because children are not as actively engaged and occasionally staff do not follow the children's ideas.

Personal development, behaviour and welfare are good

Staff have good relationships with children and their families. Children's confidence and emotional well-being are given high priority. Staff gain good information about children's starting points when they arrive at the setting. However, new learning is not always shared quickly enough with parents, in order to help boost children's confidence and self-esteem. Staff are deployed well and provide continuous supervision of the children. This contributes to children's safety. It also supports children's good behaviour as staff are always aware of any disagreements. Children have healthy snacks and discuss the fruit, guessing which has a spiky skin. Staff encourage children to value each other and the wider community. For example, children use sign language and say hello in different languages at welcome time.

Outcomes for children are good

Children's progress is accurately monitored and any gaps in their learning are swiftly addressed. Children are prepared for school because staff liaise with reception class teachers to promote consistency in their learning. Early reading, writing and mathematical skills are developing well. All children, including those who receive funded education, are making good progress because the quality of teaching is consistently of a high standard.

Setting details

Unique reference number	253060
Local authority	Nottinghamshire
Inspection number	866677
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	28
Number of children on roll	28
Name of provider	Misson Pre-school Committee
Date of previous inspection	2 November 2011
Telephone number	01302 710325

Misson Pre-School was registered in 1984. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The setting is open Monday to Friday during school term time. Sessions are from 9am to 12pm, with a lunch club from 12pm to 1pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

