

Misson Pre School

Mission Community Centre, Vicar Lane, Misson, Nottinghamshire DN10 6EG



Inspection date	2 April 2019
Previous inspection date	17 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Parents speak very highly of the pre-school and say that they would definitely recommend it to others. Staff regularly inform parents about their children's achievements and progress. This helps to promote a shared approach to children's care and learning.
- Staff use planning and assessment effectively to provide a wide range of good-quality activities for children. Staff make effective use of information from observations to work out what children need to learn next. As a result, children are motivated and eager to participate in learning opportunities, and so make good progress.
- Staff know children and their families well. The key-person system is effective within the nursery to promote children's emotional well-being. Children form extremely strong bonds with the pre-school staff. On arrival, children are keen to engage with staff, who play with them and help them to settle quickly. This helps children embrace new learning experiences with confidence.
- Staff use additional activities that build links with the wider community to successfully support the curriculum. For example, children go on walks in the local area, visit the church and learn about a diverse range of cultural events. Visitors who come into pre-school further extend these experiences.
- The manager and staff are extremely committed to providing high-quality early years experiences for children and their families. They regularly evaluate their provision and effectively identify aspects for further improvement.
- Staff do not always provide enough opportunities for children to express their ideas or solve their own problems, to raise their learning to an even higher level.
- Recent improvements to systems for staff supervisions need time to embed in order to have an even greater impact on improving the quality of teaching.

What the setting needs to do to improve further

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

- recognise and extend opportunities for children to think critically and solve their own problems as they play and learn
- build on the current arrangements for the monitoring of staff practice, specifically on raising the quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to recognise and report child protection concerns to safeguard children. They diligently follow the pre-school's procedures for safeguarding, such as those regarding the safe use of mobile phones and cameras. Staff supervise children closely and the setting is kept secure. Recruitment and vetting arrangements are robust. The manager has a good overview of each child's progress and tracks the progress of different groups of children. She analyses children's progress and adapts the environment to ensure all children, including those in receipt of funding, make good progress. Staff have implemented ideas after attending training in mathematical development. Children are able to explore mathematical concepts in their self-chosen play, such as paying for food within role play.

Quality of teaching, learning and assessment is good

Staff follow children's interests and incorporate these into daily learning experiences. For example, children delight in taking their umbrellas outside to play in the rain and splash in puddles. Children develop their communication skills through engaging in activities that support their language and literacy development. For example, they demonstrate a good range of vocabulary as they describe objects during a planned talking activity. Children benefit from a well-resourced environment and show high levels of engagement during their play. They confidently explore the different areas within the pre-school, choosing where they would like to play. Staff lead well-planned activities with enthusiasm. For example, staff carefully consider the resources they use to develop children's counting skills and recognition of numerals.

Personal development, behaviour and welfare are good

Staff create a warm and welcoming atmosphere where children and parents feel at ease. They are caring and nurturing towards the children, who show that they feel safe, secure and settled. Children display high levels of confidence and self-assurance. They are confident in new and social situations. Children confidently greet visitors to the pre-school and initiate conversations. An effective key-person system is in place and staff understand the unique individual needs of all children. Staff are positive role models. They join in children's play, show them how to use resources and reshape their learning through offering ideas. Staff promote healthy lifestyles with children. They have plenty of opportunities to experience fresh air and exercise in the stimulating outdoor environment. Children eat healthy, freshly prepared snacks.

Outcomes for children are good

Children's literacy and mathematical skills are developing well. They self-register, which helps them to recognise their name in print. Children are beginning to recognise letters and the sounds they make. They enthusiastically 'have a go' at writing their names on their artwork. Staff promote counting well through everyday activities. Young children join in with number rhymes and simple counting. Older children count accurately and are beginning to recognise numerals. All children make good progress, grow in confidence and gain strong social skills. They gain the key skills they need for the next stage in their learning.

Setting details

Unique reference number	253060
Local authority	Nottinghamshire County Council
Inspection number	10065267
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	29
Name of registered person	Misson Pre-school Committee
Registered person unique reference number	RP906818
Date of previous inspection	17 September 2015
Telephone number	01302 710325

Misson Pre School registered in 1984. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and three hold level 2. The setting is open Monday to Friday during school term time. Sessions are from 8.30am to midday, a lunch club runs from midday to 1pm, and afternoon sessions are Monday to Thursday from 1pm to 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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