

Inspection of Misterton Pre-School

Misterton Village Hall, Unity Lane, Misterton, Crewkerne, Somerset TA18 8NA

Inspection date: 16 January 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children arrive very happily and confidently, greeted by warm and passionate staff. Children are independent, take care of their own belongings and know the routines well. They show a strong sense of belonging. Staff are very attentive to their needs, listen to them intently and value them as individuals. Children are emotionally secure and thrive in this exceptional setting. Staff celebrate children's successes and praise them consistently.

The pre-school manager and her staff team have very clear intentions for children's learning. The curriculum targets specific learning for children according to their age and stage as well as identifying personalised learning to support and challenge individual children. Staff identify if a child may need additional support from the outset and work in partnership with families and external agencies to ensure all children, regardless of their starting points, achieve the best possible outcomes. Children make excellent progress in their development and are well prepared for school and future learning.

Staff skilfully plan enticing activities and children are highly motivated to take part in them, remaining engaged for sustained periods of time. Staff expertly play alongside children, using very effective teaching strategies, to extend children's learning and to support the assessment process. For example, while children play with play dough, staff provide a commentary on their play. They talk about shapes, discuss mathematical concepts and model new vocabulary such as 'squishy'. Staff consistently ask relevant and meaningful questions to challenge and develop children's understanding. They are wonderful role models, and proficiently demonstrate the effective use of communication and language skills to support children's development.

What does the early years setting do well and what does it need to do better?

- Children demonstrate extremely high levels of patience, self-control and respect for one another. They wait patiently for everyone to join the table before they pray and then start eating together. Children use a sand timer to share toys and say 'thank you' to one another when it is their time to have the toy. They bring in fruit to share with everyone and take it in turns to cut up fruit and prepare the snack table with plates and cups. Mealtimes are very sociable as staff and children sit together, chatting about their interests and personal experiences.
- The pre-school has established excellent partnerships with parents and the community, including local schools. The pre-school staff support fundraising events. For example, they recently hosted 'Santa's Grotto' for the community Christmas fete. Furthermore, the setting hosts a weekly baby and toddler group to help families due to the impact of the COVID-19 pandemic. Parents speak

very highly of the dedicated, nurturing staff and describe the setting as 'amazing' and being 'like family'. They feel very informed about their children's progress and value advice and support given to consistently support children's learning at home, such as when potty training their child.

- Staff support children very well in their personal development. Careful planning ensures children learn about other cultures in age-appropriate ways. For example, children learn about Chinese New Year through play-based learning, images and information videos. Staff celebrate differences and similarities between children and families. Children learn about their community through enjoyable activities, such as visiting their allotment and a smallholding to learn about the animals.
- The manager has very high expectations of staff and the setting has an extremely positive atmosphere. She supports staff by ensuring that their workload is manageable. Staff report that they feel well supported at the setting. They are provided with regular training to continually build on the high standard of teaching. The manager plans to extend opportunities for the staff to partake in more professional development to further develop the expertise of the team.
- Children learn to lead healthy and active lifestyles. They have plentiful opportunities to be physically active. For example, children visit several parks, go on walks in the locality and play with toys to develop their strength and coordination. Children learn about the importance of oral hygiene, healthy eating and how to stay warm in the cold weather.
- The use of books, print and songs supports children exceptionally well in their development of communication and language. Staff engage in rich and meaningful conversations with children. Children read along with staff as they share familiar stories and enthusiastically join in with nursery rhymes, remembering the words and actions. Children demonstrate high levels of engagement and enjoyment during whole-group sessions.
- The curriculum provides plenty of opportunities for children to practise counting. Children develop a strong sense of number and enjoy counting and identifying numbers during circle time. Staff use words such as 'subitise' to teach children about the skill of recognising quantities without the need to count. Children count at every opportunity, such as when moving from one area to another. They sing counting rhymes and work out how many children remain in the group.

Safeguarding

The arrangements for safeguarding are effective.

Staff place the utmost importance on children's safety and well-being. Child protection notices support staff in remaining vigilant to the signs and symptoms that a child may be at risk. Staff ensure all children are safe. They have an excellent understanding of safeguarding procedures and know how to raise concerns and seek advice if needed. They carry out daily risk assessments to keep the children safe.

Setting details

Unique reference number	142967
Local authority	Somerset
Inspection number	10263977
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	8
Name of registered person	Misterton Pre-School Committee
Registered person unique reference number	RP522689
Telephone number	07741271489
Date of previous inspection	18 May 2017

Information about this early years setting

Misterton Pre-School registered in 1993. It operates from the village hall in Misterton, Somerset. The pre-school opens Monday and Wednesday from 9am to 3pm and Tuesday, Thursday and Friday from 9am to 1pm, term time only. It receives funding to provide free early education for children aged two, three and four years. The pre-school employs four members of staff. Of these, the manager holds qualified teacher status and three members of staff hold a level 3 qualification.

Information about this inspection

Inspector

Leanne Galloway

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager gave the inspector a tour of the premises. She talked about children's learning and progress and how the curriculum is delivered.
- The inspector spoke to parents to gain their views about the pre-school.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector and manager observed children during activities and completed a follow-up discussion about children's learning and development.

We carried out this inspection 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.

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