

# High Ham Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	142950
<b>Inspection date</b>	16 May 2007
<b>Inspector</b>	Elaine Douglas
<b>Setting Address</b>	High Ham C of E School site, High Ham, Nr Langport, Somerset, TA10 9BY
<b>Telephone number</b>	01458 250735
<b>E-mail</b>	
<b>Registered person</b>	High Ham Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

High Ham Pre-school is run by a parents' committee. It opened in 1992 and operates from within the grounds of the village school. The premises consist of a portable classroom and toilet facilities plus a purpose-built outdoor play area, complete with all weather safety surface. The group also has access to the school playground and field, and have regular use of the school hall. It is situated in the village of High Ham on the outskirts of the rural town of Langport. A maximum of 18 children may attend the group at any one time. The pre-school is open each weekday from 09.00 to 12.00 and a lunch club is available until 12.55. The group operates during the school term time only. The youngest children attend a dedicated session on Friday afternoon, which is known as Rascals.

There are currently 33 children aged from two to under five years on role. Of these, 17 children receive funding for early education. Children come from High Ham and the surrounding villages. The pre-school employs five members of staff. Of these, two hold a level 3 early years qualification, one is a qualified teacher and two hold a level 2 qualification. One member of staff is also working towards a level 3 qualification. The staff are supported by parents who attend on a rota system.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children learn very good hygiene practices through their daily routines. They independently wash their hands after using the toilet, before eating and before cooking activities. They are provided with liquid soap and paper towels, to prevent cross contamination. Staff remind them as to why it's important to wash their hands and send them to do it again if they sneeze or cough while cooking. The children make decisions about their own health, such as removing their jumper or having a drink of water, when they get hot; parents are reminded to bring in hats for children to wear in hot weather. Children take part in regular activities which promote their awareness of healthy eating. They bring in fruit for their snack and are provided with wholemeal toast, milkshake and squash. Children can have a nutritional lunch provided by the school or packed lunches provided by their parents; they are encouraged to eat their savoury foods first. Staff provide good role models at mealtimes, as they sit with the children and eat fruit.

Children's health is protected by all the staff holding a current first aid qualification. Parental consent is sought for staff to obtain emergency advice or treatment. There is a good supply of first aid equipment, which is regularly checked to ensure it remains well-stocked. However, some of the dressings and eye wash have passed their expiry date. Tables are thoroughly cleaned with antibacterial spray and staff use different cloths for different purposes. A wall thermometer ensures rooms are maintained at an appropriate temperature and the staff open the windows as the temperature rises. Children play in clean premises and very good information on infectious diseases is shared with parents, to protect children from illness. All necessary documentation with regard to accidents and medication, is in place; staff have received training in administering specialist equipment.

Children have very good opportunities to take part in physical activities, both in the school hall and outside. Staff use the Foundation Stage curriculum and the Birth to three matters framework to plan a wide range of activities, which promote children's large muscle skills. They run and chase each other with coordination, following instructions to stop and start again. They use large equipment to balance, climb, slide and move in a range of ways. Children enjoy flying kites, building obstacle courses and work together to manipulate a large parachute.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe through very good procedures and supervision. Staff very effectively monitor the arrival and departure of the children, and the front door is locked after parents leave. Children are able to independently access the cloakroom to get their coats to go outside and are supervised when using the toilets. Children play safely in the enclosed outside area; sheds are kept locked and the soft play surface minimises the risk of injuries. Extensive risk assessments are carried out and effective actions are taken to prevent hazards. The space inside is limited, however, it is organised well, to give children sufficient space; the children also have use of the school hall. Children access a very good range of resources which are well maintained, and appropriate to their ages and stages of development. Most are stored on low shelving, to enable children to make independent choices.

Children develop a good awareness of keeping themselves safe, through taking part in regular fire drills. However, their safety is compromised in the event of a fire, because the fire blanket is not easily accessible. Children know to put on an armband before going into the outside area so that staff can monitor their movements and older children remind the younger children if they forget.

Children's welfare is safeguarded by the staffs good awareness of child protection issues; they attend training to ensure they are aware of current guidance. Good written procedures and relevant documentation are in place to provide further guidance.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children under three years attend one session a week and benefit from all staff having attended the Birth to three matters framework training. Staff are using the framework to plan stimulating activities and to assess the children's achievements to plan the next stages of their development. There are close links between the staff to ensure children's smooth transition to the Foundation stage.

Nursery education.

The quality of teaching and learning is outstanding. Children make very rapid progress towards the early learning goals because staff provide an extremely well resourced environment, in which children become independent learners. Their self-esteem is enhanced by the attractive displays of their art work and photographs. Staff thoroughly plan an excellent range of challenging activities, And are skilled at picking up on children's interests and supporting child initiated activities. For example, one child suggests making jelly and staff use this for children to see the changes it goes through.

Children are extremely motivated to learn and are eager to take part in all the activities; some are prolonged by the children's enthusiasm. Staff value all the children's contributions, and consequently the children are willing to answer questions and have a go at new skills. Staff frequently observe children's learning and this is very well documented with supporting evidence to track their progress towards the early learning goals. Keyworkers effectively use this information to plan each child's next stage of development.

Children are extremely well-behaved which supports them in developing concentration and forming harmonious relationships. They are pleased to see each other and the staff, and take responsibility within the environment. For example, two children work together to repair the stop sign, and another spontaneously sweeps up the sand. Children are confident to show initiative and to follow their own ideas. For example, one child sets up a jump by placing a pole between two bikes, they demonstrate how to use it and all the children join in. Staff ask good open ended questions and encourage the children to describe what they are doing or how things feel.

Children listen attentively to whole group stories and are excited by the visual props; they have frequent opportunities to link sounds to letters. Staff maximise the use of daily routines to teach. For example, at snack time the children count the number of cups and plates they need for their table, and staff ask about the shape of the toast. Staff sit with the children and engage them in stimulating conversations, so children develop very good communication skills, incorporating Somerset Total Communication (STC) to ensure all children are included. Children's

learning is supported by the excellent use of visitors to the group, parents and role-play. For example, when looking at the story of Jack and the Beanstalk, the children helped to make the role-play area into a castle, and when learning about Chinese New Year, a parent came in to share her expertise. Teaching is consistently inspiring so children display an excellent attitude to learning.

Children's emergent writing is promoted extremely well by resources in role play and children being encouraged to write their names on their art work. They learn about the purpose of writing as they share books and write letters to the giant. Older and more able children form recognisable letters and write simple words. They display high levels of concentration and imagination, and use all their senses to explore materials. For example, one child studies a picture of a dragonfly and looks closely at the resources she has available to make her own version. Another child comments on the smell, texture and appearance of the gingerbread mixture. Children learn about their own environment and the natural world through exciting first hand experiences, such as exploring the school pond, and as they discuss the weather they show their understanding of the importance of rain for the plants. Emphasis is put on children developing the breadth of their skills, knowledge and understanding, and they respond enthusiastically to the high quality activities and interaction. Overall, all children make excellent progress given their capabilities and starting points.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are extremely confident, happy and settled within the environment. Staff get to know the children well and are sensitive to the children's individual needs, giving them utmost priority to ensure they are all included. For example, staff adapt the recipe for the gingerbread men to cater for specific dietary requirements. Children are valued as individuals and staff provide good role models with their own positive attitude, consequently children are exceptionally well behaved. They are extremely polite and have high regard for each others needs. Staff use excellent behaviour management strategies and consistently reinforce expectations. For example, in a whole group activity they point out how a particular child always puts their hand up to ask a question and then they ensure that any child doing the same, gets the opportunity to speak. Parents have excellent access to information on the provision and can protect their child's welfare by having daily access to all the policies and procedures. The Ofsted poster is displayed and parents are given accurate information on how to contact Ofsted and/or make a complaint.

Children develop a positive awareness of people's differences through regular opportunities to celebrate festivals, try different foods and use cultural artefacts. They see positive images in their books and puzzles, and by accessing resources in their play, such as small world people with disabilities, and they regularly use STC. They celebrate their own culture and have many links with the church, school and local community. Children gain a sensitive awareness that some children are not as well off as themselves, by appropriate discussions and raising money for charities. There are currently no children attending with special educational needs or disabilities, however, there are extensive systems in place to gain necessary information, and provide fully inclusive care in partnership with outside agencies and parents. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. They are kept extremely well informed of the provision and their child's development. Very thorough information is provided on the Foundation Stage curriculum, which includes a presentation at a parents evening. Parents provide information on their child's initial assessment, and each child's development portfolios

are sent home for parents to look at in their own time and make comments on; this includes the keyworkers plan for their child's next stages of development. Regular newsletters and two notice boards keep parents informed of the planning and how they can be involved in their child's learning, including suggestions for activities at home. Parents are invited in to help out with the sessions and/or share their talents. Staff build highly effective professional relationships with parents because they recognise that this is vital in providing high quality care and education.

## **Organisation**

The organisation is good.

Children are extremely well supported through the very effective deployment of staff. Good ratios ensure children receive very good supervision and individual support. The qualified, experienced staff work well as a team, and are enthusiastic and committed to their on going development. Children's care, learning and welfare is promoted through the good organisation of the available space, resources and flexible time-table. Children are effectively protected by the committee keeping Ofsted informed of any changes. Well-organised, accurate documentation is confidentially stored and effectively used. All necessary operational policies and procedures are in place, and regularly reviewed to ensure they meet current legislation and guidance. However, these are not as well organised to provide a working document for staff and the system for recording children's attendance does not clearly indicate the time, should children come in late or leave early. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is outstanding. Comprehensive systems are used to evaluate all areas of provision, which significantly enhances the standard of the education. The supervisor works directly with the children and staff, and steers the work of the setting. The staff continually strive to make ongoing improvements, which is supported by their shared commitment to identifying their own development. All staff are involved in planning the activities which ensures they are knowledgeable about the possible learning outcomes. The group are supported by a strong committee, the chair has been in post for several years and has implemented many systems to ensure they are clear about their roles and responsibilities.

## **Improvements since the last inspection**

At the last care inspection, the group were asked to regularly practise the emergency evacuation procedures, and to update the complaints procedure to include the role and contact details for Ofsted. Since that inspection, the group have practised the emergency evacuation procedures at least once every term. They carry them out throughout the week to ensure all children are involved. This helps children to gain an awareness of the action to take in the event of fire. The complaints procedure has been regularly reviewed and amended, in line with the new procedures and the changes to contact details for Ofsted. This ensures parents have accurate information to protect their child's welfare.

At the last nursery education inspection the group were asked to consider improving the opportunities for staff to develop their skills in special educational needs. Since that inspection, the staff have been able to attend training, which has increased their knowledge and skills in supporting children with special educational needs and/or disabilities.

## **Complaints since the last inspection**

Since April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the first aid equipment has not passed any expiry dates
- ensure the fire blanket is easily accessible to improve fire safety
- ensure the times of children's attendance is accurately recorded
- organise the operational policies and procedures into a working document

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)