



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 142950

DfES Number: 517803

INSPECTION DETAILS

Inspection Date	01/07/2004
Inspector Name	Pauline Margaret Bailey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	High Ham Pre-school
Setting Address	High Ham C of E School site High Ham Nr Langport Somerset TA10 9BY

REGISTERED PROVIDER DETAILS

Name	High Ham Pre-School 1027314
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ORGANISATION DETAILS

Name	High Ham Pre-School
Address	High Ham Cof E School High Ham Langport Somerset TA10 9BY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

High Ham Pre school near Langport has been registered since 1992.

It is registered to provide sessional care for up to 18 children of pre-school age. There are currently 27 children on roll -12 of them are funded three year olds and 13 funded four year olds.

The setting is able to provide appropriate support for children with special educational needs.

At present there are no children attending with English as an additional language.

The setting runs from a classroom within the village school and caters for the pre school needs of the children from High Ham and local rural community.

Premises consist of a 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 is also able to use the school hall.

The group is open from 09.00 until 12.00 for five mornings a week, term time only. Friday mornings are dedicated to the younger children who have recently started the group and is known as Rascals.

There are five core members of staff who are all suitably experienced. The supervising staff both have a Diploma in Preschool Practice. The group has strong links with the school and at times holds joint activities with the children from the reception class.

The group is managed by a voluntary committee.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

High Ham Pre-school offers high quality provision and children are making very good progress towards the early learning goals.

Teaching is very good. Good teamwork is evident. Staff are knowledgeable about the early learning goals and this is reflected in the detailed planning and well delivered daily programme. Children's interests, enthusiasms and experiences are taken into consideration and all activities are well prepared, researched and resourced.

Assessment is good. Progress records are maintained and individual portfolios produced. Good support is available for children with special educational needs and staff are seeking additional training in this area.

Leadership and management is very good. The supervisor is knowledgeable and experienced and heads a strong, united team. The delivered programme is regularly evaluated and staff are committed to developing their skills through on-going training. The setting is ably supported by a management committee and has very good links with the school. The purchase of additional physical play equipment has been identified in the development plan and is to be shared with the school.

Partnership with parents is very good. They are given detailed information about the setting, the education programme and the Foundation Stage of Learning. Regular newsletters and weekly reminder sheets enable parents to be aware of the pre-school activities. They are also able to be involved in their child's learning through the home/school link activity sheets. There are daily opportunities to share information with staff and regular occasions to discuss progress in more formal meetings.

What is being done well?

- Staff are knowledgeable, enthusiastic and supportive. They provide a programme for children which is exciting and interesting and provides many opportunities for them to learn through first hand experiences.
- Learning opportunities are well integrated into all daily activities, reflecting staff's confidence and knowledge of the early learning goals.
- A wide range of opportunities are provided for children to use their imagination and produce individual work. Creativity is valued and nurtured with many samples of work displayed throughout the setting.
- The planned programme provides children with very good opportunities for exploration and investigation of the natural world. They are enthusiastic and confident in their approach and developing a wide vocabulary of associated

language.

What needs to be improved?

- staff's continued development and specialisation of skills and knowledge in the provision for children with special educational needs.

What has improved since the last inspection?

Points for development raised at the previous inspection required the setting to make better use of visual aids displayed at a lower level to consolidate children's knowledge of the letters of the alphabet and develop a system of staff appraisal.

Alphabet charts are now displayed at child height on the wall within the setting so that they are easily accessible. A staff appraisal system has been introduced and is used to monitor progress and establish targets for staff development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They approach all experiences with enthusiasm and are developing good independence in a caring, supportive environment. Behaviour is good. Children are familiar with the rules and routines of the setting and have good relationships with staff and each other. They are gaining a good sense of community and belonging through being on the school site and enjoying linked activities with the reception class.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Language development is good. Children speak clearly and confidently during the many opportunities for interaction and conversation. Staff encourage them to think and explore ideas and recognise occasions when children's knowledge can be extended and new words introduced. Children listen attentively to stories and enjoy rhymes and songs. They are learning about the sound and shape of letters and developing good prewriting skills. Older children are able to form clear, recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Counting and mathematical activities are integrated into daily events and routines. Children are confident in their knowledge of numbers as they count, sing songs and work through practical activities which introduce addition and subtraction. They are acquiring a good knowledge of shape, size and measure and familiar with numbers in their written form. Staff provide opportunities for children to estimate and compare and extend their knowledge of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are provided with many opportunities to learn about the natural world and they confidently explore and investigate. Staff provide an exciting range of activities with very good resources and related information. Children are gaining a good awareness of their immediate environment and given a positive introduction to the cultures and customs of the wider world. They are developing good skills in designing and building and have regular access to technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children experience a wide range of activities which encourage the development of gross and fine motor skills. They make very good use of the large outdoor equipment for climbing and balancing and have regular access to the school hall for p.e.sessions. Children show good control and co-ordination as they move around the setting or use the wheeled toys. They are competent in the use of tools and equipment and have daily access to puzzles, construction sets and malleable materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Staff provide a rich environment where children have ample time and appropriate resources to explore colour, sound, texture and form using all their senses. Displays of work around the setting show they are able to express themselves individually and explore a variety of creative techniques. Children are able to use their imagination in many ways throughout the session in role play, music and physical activities and are confident in their ability to communicate ideas to staff.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to improving the following;
- opportunities for staff to continue to develop their skills and knowledge in the area of special educational needs

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.