

High Ham Pre-school

Inspection report for early years provision

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| Unique reference number | 142950 |
| Inspection date | 18/01/2012 |
| Inspector | Mrs Jennifer Cutler |

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| Setting address | High Ham Primary School Site, High Ham, Langport, Somerset, TA10 9BY |
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| Type of setting | Childcare - Non-Domestic |
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

High Ham Pre-school is situated in the village of High Ham on the outskirts of the rural town of Langport in Somerset. It is run by a parents' committee and is on the Early Years Register. It opened in 1992 and operates from within the grounds of the village school. Children who attend the pre-school come from High Ham and the surrounding villages. The premises consist of a portable classroom, appropriate toilet facilities, and a purpose-built outdoor play area, complete with an all-weather safety surface. The pre-school also has access to the school playground and field and has regular use of the school hall. A maximum of 20 children may attend at any one time. The pre-school is open each weekday from 8.45am to 12.45pm in term-time only. The session on Tuesdays, from 1.15pm to 3.15pm, is run for children between two years of age and two years and nine months. There are currently 35 children on roll. The pre-school employs six members of staff. One holds a level 4 early years qualification, one holds a level 3, and two hold a level 2 qualification. One member of staff is a qualified teacher, one is unqualified and there is also one volunteer worker working toward a level 2 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

High Ham Pre-School is an excellent setting because provision is outstanding and overall children's needs are met extremely well. The excellent leadership and management very successfully contribute to the progress that children make. Staff plan activities based on the rigorous assessments they make of the children's capabilities. Consequently children achieve exceptionally well, thoroughly enjoy their time at pre-school and are very well prepared for the next stage in their education. The capacity to improve is outstanding because the manager and her staff have accurately identified the pre-school's strengths and areas for future development. They are continually seeking ways to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- identify additional opportunities and support for staff in improving their qualifications in order to enhance even further the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

There are excellent arrangements for protecting and safeguarding children, whose safety and welfare are high priorities for all staff. For example, all staff go through the appropriate checks to ensure they are suitable adults to work with children, they have all had the appropriate child-protection training, and there are frequent and regular risk assessments. The recommendations relating to safety in the last report have been successfully addressed. The building, outside area and general resources are safe, clean and well cared for. The very strong committee supports the pre-school through regular fundraising to make sure that the children have excellent facilities and equipment for their play. This ensures that the children are safe and well cared for, and have an outstanding environment in which to play and learn. The classroom and outside area are well organised and provide exciting and stimulating challenges. The high-quality resources capture the children's imagination and interests, and make a significant contribution to their outstanding social, linguistic and mathematical development. Easy and free access to all areas, including the primary school facilities, enables the children to feel secure at all times. They regard being at pre-school as part and parcel of being at school, so transition to the primary school on the same site is smooth and seamless.

The manager has exceptional drive and ambition, and strives to encourage her staff to maintain high standards by attending appropriate professional development courses. She is acutely aware that her team need to keep up-to-date in their training in order to keep improving provision. She has revised and efficiently re-organised much of the documentation and, most importantly, she makes sure that rigorous planning for activities takes account of the children's interests. She carefully monitors what the children do and through careful planning makes sure that any gaps in the children's knowledge and understanding are filled. This ensures that the children have breadth and balance in their learning and are able to make excellent progress.

The adults are very effective at promoting equality and diversity. Individual needs are catered for exceptionally well when needed, and children with special educational needs and/or disabilities receive the support they need because the manager calls on support from outside agencies whenever necessary. At present there are no children on roll with special educational needs or disabilities, or with English as an additional language. However, the staff are fully aware of where to find help and advice if they need it. Partnerships with other educational organisations are also exceptionally well developed. For example, the manager makes sure that other settings receive information about children, and the close links with the primary school ensure that children make a smooth transition to the next stage of their education. Pre-school children have the delightful opportunity to join in reception-class activities, such as 'Wet Wellie Wednesday', when all the children meet together on the field for outside explorative and investigative activities.

Parents and carers are given very many opportunities to find out how their children are getting on. There are excellent links with parents and carers, and all information is easily available. The excellent procedures to secure the well-being, learning and development of all the children are at the core of this successful

relationship.

The quality and standards of the early years provision and outcomes for children

Children make excellent progress in all areas of learning because they are safe and secure, and enjoy coming to pre-school. Parents and carers appreciate the way staff get to know the children very quickly and the way in which they value their children's individual traits. As a result of this fully inclusive approach all children feel valued and make very good progress in relation to their capabilities and starting points. Close observation and frequent assessments of children's learning are used very effectively to plan the next steps in learning.

Children greatly enjoy the start of the day because there are exciting, inviting and stimulating activities on offer. Most confidently and happily leave their parents and carers, and settle quickly. Some play amicably with their friends and others prefer to play alone. However, many show that they are able to concentrate for long periods of time. They persevere and complete their paintings and models, learn how to hold a paint brush carefully, and cut and stick with care and dexterity. Staff are good at chatting to the children in a relaxed way. They talk to them about their work and intervene at the appropriate time to extend learning. As a result children are confident and independent. Staff take every opportunity to develop children's language and mathematical skills. Children are also extremely confident at using the computer, and well chosen programs support the excellent progress that they make in these areas. During 'circle time' (children sitting together in a circle) staff encourage the children to count the number of children and adults present. For example, the children can identify the number 18 even when presented with a choice of three cards of different numbers. At snack time one child excitedly helped to give out the fruit and was able to recognize and sound out the first letter of another child's name when the name was marked on the skin of the fruit. In this way children develop their early reading skills exceptionally well. They quickly learn about helping one another, how to share and how to sit sensibly and enjoy snack time together. They independently spread the butter on the toast with small plastic knives and show that they are developing good table manners and learning to say 'please' and 'thank you'. Children develop a very good understanding of how to keep themselves safe and healthy. They know about simple hygiene routines as a matter of course and need no prompting to put dirty tissue in the bin after blowing their noses.

Children have a free run of the building and can choose activities outside as well as inside. They have ample opportunity to develop their physical skills extremely confidently as well as being able to sit outside and become involved in more writing activities. Exciting willow-tree structures stimulate and capture the children's imagination and give lots of opportunities for them to be creative and experience awe and wonder inside hiding places.

Visitors to the school, outings, regular contacts with the primary school and local businesses, fund-raising activities and involvement in the village community, give children stimulating experiences. As a result these events add considerably to their knowledge and understanding of the world around them and play an outstanding

role in preparing them for future life in a diverse society.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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