

High Ham Pre-school

High Ham Primary School Site, High Ham, Langport, Somerset, TA10 9BY



Inspection date

11 June 2015

Previous inspection date

18 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and deputy provide regular supervision and strong role models for staff. As a result, the quality of teaching is good and sometimes outstanding.
- Staff work exceptionally well with outside agencies to provide any additional support for children. This means that all children make good progress.
- Staff encourage children to learn effectively through peer support. For example, at the inspection, children helped each other with putting on dressing up clothes.
- Children develop an excellent understanding of how to keep themselves safe. Staff help them to assess risks and think about how their behaviour may affect others. For example, at the inspection, children informed staff where to move so they did not get hit by the balls they were using.
- Children build harmonious relationships with each other. Their behaviour is exemplary and they show outstanding respect for each other's opinions and differences. Staff provide positive role models and help children manage conflict for themselves.
- The management makes good use of self-evaluation to identify targeted actions to improve their practice. They involve staff, parents and children in reviewing the provision to help them look for even better ways to meet their needs.

It is not yet outstanding because:

- Staff sometimes miss opportunities to help children to think of ways to solve problems and find out if they are correct.
- The outdoor play area has fewer natural resources for children to extend their understanding of the world by exploring and discovering independently.

What the setting needs to do to improve further

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

- pose more challenging questions to help children think of solutions to problems and work them out through trial and error
- extend the opportunities for children to explore natural resources outdoors to develop their learning in understanding the world further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector spoke with staff, parents, other early years providers and children present on the day of the inspection.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff make regular observations of children's learning and development, which enables them to support their individual learning needs effectively. They plan exciting activities that motivate children to take part, and leave resources out that they use in adult-led activities for children to use. This helps children to re-visit their learning and discover what else they can do. Staff provide good support for children's key areas of development, preparing them well for school. Staff use words with actions, giving context to the meaning, which children copy, expanding their vocabulary. Staff help children with their early writing skills. For example, staff asked children what they used to make marks in the sand or foam, and encouraged older children to write the letters in their name. Staff support children well in their mathematical development. Children respond enthusiastically, using numbers to keep score in their games and noticing shapes in the environment.

The contribution of the early years provision to the well-being of children is outstanding

The highly effective key-person system has a very positive impact on children's emotional well-being because staff help them to develop secure emotional attachments; consequently, children are exceptionally confident and independent. They relish their turn as the special helper, which promotes very high self-esteem. Children have an outstanding awareness of a safe and healthy lifestyle. They enjoy an extensive range of healthy snacks, including cultural foods. They drink plenty of water, especially after being outside and/or exercising. Staff plan first-hand experiences to extend children's understanding of keeping healthy, such as inviting dentists and doctors to the pre-school. Children build on this by exploring their understanding in their role play.

The effectiveness of the leadership and management of the early years provision is good

The manager carries out good induction procedures and regularly checks that staff remain suitable to work with children. She assesses staff's knowledge of policies and procedures. As a result, they all understand their responsibilities, especially in protecting children from risk of harm. The manager monitors children's overall development well to ensure they narrow any gaps in their development. Since the last inspection, more staff have higher qualifications and all have regular training opportunities. Following training in letters and sounds, staff now plan small group sessions where children think of rhyming words. Staff actively work in partnership with other early years providers to ensure a consistent approach to children's development. The new system for recording children's development enables parents to contribute more often, meaning they provide good information on children's interests and update staff on any learning over the holidays. These strong partnerships give staff a clear awareness of children's learning and care needs.

Setting details

Unique reference number	142950
Local authority	Somerset
Inspection number	825810
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	35
Name of provider	High Ham Pre-School Committee
Date of previous inspection	18 January 2012
Telephone number	01458 259739

High Ham Pre-school is situated in the village of High Ham on the outskirts of the rural town of Langport, Somerset. It is run by a parents' committee and registered in 1992. The pre-school operates from within the grounds of the village school. It is open each weekday during term-time only. The pre-school sessions are from 8.45am to 3.15pm. They also run a breakfast club from 7.15am to 8.45am for children up to 11 years old. There are seven members of staff. Of these, one holds Early Years Professional Status and two have degrees at foundation level. Three members of staff hold early years qualifications at Level 3 and one at Level 2. The pre-school receives funding to provide free early education to children aged two, three and four years old.

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