

# High Ham Preschool

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



## Inspection date

8 March 2018

Previous inspection date

11 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is good

- All children make extremely good progress, relative to their starting points. Teaching is consistently excellent. Staff use every opportunity to challenge children very skilfully. For example, they extended children's already excellent awareness of a healthy diet by investigating foods specifically containing the vitamins and minerals that build strong teeth.
- Children have excellent self-esteem and their very high levels of confidence show they feel very emotionally secure. All children thrive in this extremely caring environment.
- Staff have excellent relationships with parents and with other early years settings children attend. The highly effective key-person system helps to make sure there is a highly consistent and shared approach to planning for future learning.
- Rigorous, ongoing self-evaluation ensures the manager prioritises improvements, which she monitors extremely well to ensure they support very high-quality outcomes for children. For example, introducing sports coaching has greatly enhanced children's ability to listen, concentrate and follow instructions, as well as extending their physical skills.

### It is not yet outstanding because:

- Not all members of the management committee have completed the processes required for Ofsted to be able to fully assess their suitability for their role. This is also a breach of the compulsory part of the Childcare Register.
- Children have slightly fewer opportunities to refer to letters and numbers when outside rather than inside.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

#### Due Date

- |   |            |
|---|------------|
| ■ make sure that new committee members understand how to complete the appropriate documentation in a timely manner so that Ofsted is able to complete their suitability checks. | 08/04/2018 |
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### To further improve the quality of the early years provision the provider should:

- enhance letters and numbers for children to refer to and use independently when outside, to extend their already very good literacy and numeracy skills even further.

### Inspection activities

- The inspector and the manager conducted a joint observation of a planned activity.
- The inspector talked to parents, children, staff and committee members.
- The inspector observed children and staff engaged in learning activities, indoors and outside.
- The inspector reviewed required policies and procedures, including safeguarding procedures, and talked to staff about how they implement these.
- The inspector sampled children's learning records and assessed the accuracy of staff's monitoring of children's progress.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

Although there has been a breach of requirements, this has very little impact on children and they are not at risk. Committee members are only in the setting in their parental role and under close staff supervision at all times when children are present. Safeguarding is effective. The manager and staff have an extremely good understanding of local safeguarding procedures. They are very experienced in working with child protection agencies and other professionals to help protect children from harm. The management committee values the skills of the manager and staff, who are highly motivated and constantly seeking to improve. For example, following training, staff changed the way they promote older children's early literacy. The manager's excellent tracking shows the significant positive impact of these changes in closing gaps in children's learning, particularly in engaging boys who previously showed little interest in writing.

### Quality of teaching, learning and assessment is outstanding

Staff use their excellent observations and assessments to plan highly interesting and challenging activities that support children's individual progress extremely well. For example, they instil a great love of books and stories by making storytelling very exciting and using different approaches to engage individual children very effectively. For instance, staff set up the garden to copy the journey made by the characters in a story, and younger children in particular thoroughly enjoyed following the pages in the book as they travelled the route. Staff use their excellent communication skills extremely well to encourage children to solve problems for themselves. For example, they gave older children excellent clues to help them use their mathematical knowledge to spot the differences in a matching game, which were often very subtle and hard to find.

### Personal development, behaviour and welfare are outstanding

Children are very happy and very well behaved. Staff provide excellent support for children to learn about keeping themselves safe. Children have very good safety awareness, which they demonstrate superbly during role play. For example, older children playing superheroes confidently leapt from the climbing wall, bending their knees as they landed so they did not hurt themselves. Younger children talked to their baby dolls about going safely down the slide and holding on as they climbed the steps.

### Outcomes for children are outstanding

Children develop extremely good skills that prepare them very well for their next stage in learning, including going to school. They are highly curious and engaged learners. Younger children relish taking responsibility and very excitedly take their turn as special helper. All children have an excellent understanding of fair play, regularly voting as a group to include favourite activities in planning and happily accepting the outcome. Older children benefit from staff's extremely good relationship with the school. They become very familiar with their teachers and have 'playground buddies' to ensure they settle in quickly and without incident.

## Setting details

<b>Unique reference number</b>	142950
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1089646
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	High Ham Pre-School Committee
<b>Registered person unique reference number</b>	RP910073
<b>Date of previous inspection</b>	11 June 2015
<b>Telephone number</b>	01458259739

High Ham Preschool registered in 1992 and is run by a parent committee. It is situated in the village of High Ham, near Langport, Somerset. 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. A breakfast club runs from 7.15am to 8.45am for children up to 11 years old. There are 11 members of staff employed to work with children. Of these, one holds early years professional status, one holds qualified teacher status, two have degrees in early years education, four hold level 3 early years qualifications, and two hold level 2 qualifications. The pre-school receives funding to provide free early education to children aged two, three and four years old.

This inspection was carried out by Ofsted 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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