

Inspection of High Ham Preschool

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

Inspection date:

20 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by staff as they arrive, excited and eager to explore the inviting activities. Children have access to an ambitious curriculum, and staff tailor activities that reflect children's interests and promote all areas of learning. For example, children enjoy developing their fine motor skills when pouring coloured sand between various-sized containers, and they use mathematical language such as 'big' and 'more'. As a result, children make good progress from their starting points in their learning and development, including those with special educational needs and/or disabilities.

Children have wonderful relationships with staff and feel safe and secure in their environment. Staff are positive role models and have good expectations for all children. They are attentive and respectful to children's needs, and as a result, children listen intently to staff and follow instructions well. Children show a good understanding of the routine when working together to tidy away when they hear the bell for tidy-up time. They are thoughtful and caring towards their friends, and staff support children to manage their own conflicts swiftly. Children are motivated and display positive attitudes towards their learning.

What does the early years setting do well and what does it need to do better?

- Staff use effective assessment to plan activities that develop children's learning based on their interests and next steps. They comment on what children are doing, introduce new words for children, such as 'woodlice', and ask simple, effective questions. However, although children enjoy the learning activities on offer, staff do not always identify and respond to teaching opportunities to extend children's learning to the highest level.
- Staff know what children can do and what they need to learn next. For example, they challenge children in their literacy development and encourage them to think about rhyming words. Staff give children time to think and suggest words such as 'green' and 'bean'. Children show great pride in their achievements when staff praise them. As a result, children are confident and motivated learners.
- Management closely monitors children's learning and development, enabling any gaps to be swiftly identified. The manager works in partnership with other settings that children attend, ensuring smooth transitions and continuous learning. The manager is proactive in communicating with external agencies, and as a result, children and families receive the support they need in a timely manner.
- Children enjoy using the outside space. Staff retell the 'Bear Hunt' story, and children have fun walking, running and jumping around doing the 'daily mile', supporting their physical health and well-being. Children show curiosity when exploring their natural world. They rummage through leaves to find insects and

use recipes to gather ingredients such as shells and pinecones to make mud pies.

- Staff promote healthy eating and oral hygiene well. Children work together and take turns when role-playing dentists. Children enjoy brushing toy teeth and say, 'They have eaten not very good food,' showing that children have a deep understanding of the link between certain foods and oral hygiene.
- The manager works hard to support children, parents and staff. The well-being of everyone is at the forefront of the care provided. Staff express how regular team meetings and ongoing professional development through training and supervision continue to develop their confidence and practice. The manager has created a sense of pre-school community where everyone is welcome and appreciated.
- Parents are extremely positive about the pre-school and their children's experiences. Parents deeply value the staff, and the level of support they receive is excellent. They are kept informed of their children's development through regular updates and conversations with staff. Parents are aware of their children's next steps to support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead supports all staff to ensure they have full, up-to-date knowledge. She ensures staff are thoroughly trained and that their safeguarding knowledge is frequently checked. Staff have an excellent understanding of how to care for children and keep them safe. Managers have robust, effective and efficient recruitment procedures in place. This helps to ensure that any adults working with children are suitable to do so. Staff successfully involve children in learning to play safely, and they carry out daily risk assessments to ensure the environment is safe and secure for all children.

What does the setting need to do to improve?

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

- support staff to identify and respond to teaching opportunities during children's play, to extend their learning to the highest level.

Setting details

Unique reference number	142950
Local authority	Somerset
Inspection number	10307834
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	36
Name of registered person	High Ham Pre-School Committee
Registered person unique reference number	RP910073
Telephone number	01458259739
Date of previous inspection	8 March 2018

Information about this early years setting

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 qualified teacher status, two have degrees in early years education, three hold level 3 early years qualifications, one holds a level 2 qualification and four staff are unqualified. The pre-school provides funded early education to children aged two, three and four years old.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of teaching indoors and outdoors and carried out a joint observation with the manager.
- The inspector spoke to several parents and read their written comments to ascertain their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to children and staff at appropriate times during the inspection.
- A meeting was held between the inspector and the management team to discuss leadership.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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