

# Bovingdon Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	129330
<b>Inspection date</b>	08 November 2007
<b>Inspector</b>	Jane Mount
<b>Setting Address</b>	Memorial Hall, High Street, Bovingdon, Hemel Hempstead, Hertfordshire, HP3 0HJ
<b>Telephone number</b>	01442 834188
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<b>Registered person</b>	Bovingdon Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bovingdon Pre-School is managed by a voluntary committee and opened in 1996. It operates from the Village Memorial Hall, Bovingdon, Hertfordshire and has the use of three rooms. A fully enclosed outside play area is also provided. The group opens five days a week during school term times. Sessions are from 09:00 until 12:00 with an option of a lunch club until 12:45.

A maximum of 32 children aged from two years to under five years may attend at any one time. There are currently 66 children on roll including 23 children who receive funding for nursery education. Most of the children attending are from the local area. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

Bovingdon Pre-School employs seven staff including the manager. Five of the staff have early years childcare qualifications to NVQ Level two or three.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children benefit from a healthy diet. At snack time they have a varied selection of healthy choices such as cucumber, raisins, pear and yellow and red peppers. Snack time is used as a time for sharing and social interaction. Children enjoy sitting in small groups and talking about the colour and texture of the fruit and vegetables they are eating. Children attending the lunch club are also encouraged to talk about the contents of their packed lunches and what is nutritious and good for them to eat. Children's individual dietary needs are met well with generally effective recording procedures in place so all staff are aware of any special dietary requirements a child may have. Consequently, children's health is safeguarded. Drinks are always available and at snack time cartons of milk or water are available. If children become thirsty during the session a jug of water and cups are available and children can be regularly seen confidently pouring a cup of water to drink. Children are learning about healthy eating. For example, staff sit with children while they are eating and talk about healthy food. They talk about fruit being good for the body and discuss how and where fruit and vegetables grow. Children have enjoyed planting and growing some vegetables in their garden to eat.

Children participate in a range of activities which contributes to their physical health and fitness within the daily routine. They develop self-confidence in their physical ability as they are able to use a range of indoor and outdoor equipment. When outside children show expertise as they ride their bikes and scooters skilfully around obstacles or throw and catch balls. In the large hall children are supported and encouraged by staff as they develop confidence when using the climbing frame and slide. Children are able to rest and be more active according to their needs. In the book area a carpet and cushions are available for children who wish to sit quietly. Children enjoy sitting on the cushions and looking at books.

Children's health is protected because staff implement the setting's health and hygiene policies and procedures. For example, there are clear recording procedures in place for accidents and when administering medication. Staff are aware of good hygiene practices to prevent the spread of infection. For example, staff always clean the tables with anti-bacterial spray before children eat at snack time. Staff also ensure they wash their hands before preparing or handling any food and disposable aprons are also worn when preparing food such as at snack time. Consequently, the risk of cross infection is minimised. Children are learning how to stay healthy. Staff support and help children gain an understanding of good hygiene practices. For example, they remind children to use tissues to wipe their noses and to dispose of them appropriately. Also, children are reminded to wash their hands after visiting the toilet and staff usually explain to them the reason for doing this. When asked some children were able to say it was to make sure they 'washed away any hidden germs'.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Positive steps are taken to promote safety within the pre-school and to keep children safe. Children's risk of accidental injury is minimised because staff are vigilant and daily risk assessments are completed to highlight and reduce any potential hazards. Children benefit from a child-friendly environment where they can move around safely and independently. For example, safety measures have been put in place so children can go to the toilet without being closely supervised unless required. Consequently, this promotes and encourages children's

independence skills while still ensuring they are safe. Other appropriate safety precautions have been taken to protect children. For example, there are highly effective security systems in place and supervising entry to the pre-school is managed well by staff with a buzzer system in place. This ensures children cannot leave unsupervised and no unauthorised person can gain access. Consequently, children remain safe. Children have some opportunities to learn about how to keep themselves safe with staff explaining some safe practices to them. For example, at group time children are reminded to keep their feet tucked in so no-one trips and hurts themselves. When using the climbing frame children are reminded how to safely use the climbing frame so they don't slip or fall. Also, children take an active part in regular emergency fire drills and learn how to stay safe in an emergency.

Children can independently access a varied range of safe resources and activities. Toys and equipment are developmentally appropriate and sufficiently challenging. Subsequently, children are interested and motivated in their play. Areas are organised to encourage children's independence and to promote their development and learning. For example, low-level storage units are used to encourage children to freely access toys and equipment. Also, the large hall has clearly defined areas of play such as a construction area or the quiet area with books. Resources are well maintained and checked by staff to ensure they are clean, safe and have no broken or missing pieces. Children's welfare is safeguarded as staff have a secure knowledge of child protection and give priority to children's safety and welfare. There is an informative child protection policy in place which all staff are familiar with and know how to implement. Children are protected from harm and neglect because staff are aware of correct recording and reporting procedures if they had a concern. There is a designated member of staff responsible for child protection who supports and guides the staff team. Consequently, children remain safe and are not at risk from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Younger children are happy and settled and develop confidence and self-esteem because they receive consistent levels of support from staff. They feel at ease and on arrival separate happily from parents and carers and enthusiastically explore and investigate the pre-school environment. The daily routine has a balance of adult-led and child-initiated play and children experience a varied range of play experiences and opportunities which contributes to their overall development.

Younger children's learning is promoted because of the staff's secure knowledge of child development and their knowledge of the 'Birth to three matters' framework. Staff generally use the framework to plan and organise activities and play experiences for children aged under three years. Overall, this is working well to meet the learning and development needs of younger children. Their progress is monitored through observations of individual children's play and achievements by keyworkers and this information is then recorded in children's assessment records. However, assessment records do not clearly show how children are progressing or what their next steps of learning are and potentially their learning may be hindered. A keyworker system is used and staff know their key children very well which ensures children's individual needs are met more effectively.

Younger children's independence is encouraged as they are able to move around freely and safely and make independent choices in their chosen activity. They have regular opportunities to experience creative play such as paint, water, sand and other mediums. For example, children confidently mix colours together when painting at the easel and enjoy exploring the texture

of the sand as they make sandcastles. Children actively engage in using their imaginations. They enjoy playing with their friends in the home corner and delight in taking their 'babies' for walks in buggies. Staff support children in their play giving praise and encouragement as appropriate which develops children's self-esteem.

## Nursery Education

The quality of teaching and learning is good. The staff have a secure knowledge and understanding of the Foundation Stage. This ensures children take part in activities that enable them to make progress in all areas of their learning. Children are motivated and making good progress towards the early learning goals with resources organised to allow them to make choices and gain independence. Curriculum planning includes long, medium and short term plans and is linked to the six areas of learning and to the stepping stones. However, short term planning does not show clearly what the learning intentions are, particularly for individual children who learn at different rates. Therefore, some children's individual learning needs may not be addressed and their progress potentially hindered. Children's progress is monitored. However, assessment procedures are under review and a new more effective system is in the process of being introduced to ensure children's progress is more closely monitored including showing what their next steps of learning are. A keyworker system is used and staff build trusting relationships with the children. They encourage children to try new experiences and talk about safety and behaviour within routines. Behaviour is managed in a positive manner which helps to promote children's confidence and self-esteem. Staff are actively involved in children's play which helps to promote and encourage learning. Children benefit from resources which are easily accessible and support their independent learning and exploration.

Children arrive happy, quickly settle and engage in activities with friends and staff. Children are aware of behavioural expectations such as sharing and taking turns or listening when someone else is talking at circle time. Children show great independence skills through being able to access most of the environment. For example, going to the toilet on their own or putting their own apron on for an art activity. Children try hard to put on their coats and shoes when going outside to play and are praised by staff for doing so which develops children's self-esteem and sense of well-being. Children have regular opportunities to experience music, imaginative play and experience varied materials and media on a daily basis. Children can freely access drawing and writing materials and regularly enjoy art and craft activities, including painting, printing and sticking. They are keen to use their imaginations such as when playing in the home corner and enjoy talking to each other on the phone. Mathematical concepts are reinforced through books, singing and counting during the daily routine. For example, counting the milk cartons as they are put on each table at snack time to make sure there were enough. Children are able to explore mathematical concepts such as quantity or volume through playing with the sand and water. Staff encourage the use of mathematical language such as bigger, smaller, short and tall through children's play. Children talk about shapes when using the shape sorters and are able to confidently find the circle, triangle and square shapes when asked.

Children listen and respond with enjoyment when listening to stories, songs and rhymes. They understand that print carries meaning and are becoming familiar with the written word such as on coat pegs and labelled toy boxes. There are some opportunities to use name cards such as at snack time. Children have some opportunities to link sounds to letters. Children's physical skills are fostered with regular opportunities to exercise incorporated within the daily routine. Children are able to move around with control and confidence as they run and jump in the outside play area. Children are able to skilfully negotiate around obstacles while pushing buggies and riding bikes. They demonstrate balance and co-ordination as they kick, throw and catch

balls. Children have opportunities to learn about the world around them. For example, they learn about the environment and enjoy gardening. Children proudly show photographs and keenly talk about the tall sunflowers they grew in the pre-school garden in the summer. Children have access to some resources that develop their knowledge and understanding of technology and the world. For example, they can access a tape player and head phones and listen to story tapes or play with a selection of interactive toys. Children learn about past and present when talking about their families and the people they know. For example, staff talk about their older brothers and sisters who have previously attended the pre-school. They develop a sense of belonging as they sometimes go for walks in the local community.

### **Helping children make a positive contribution**

The provision is good.

Children's awareness of diversity and their understanding of others is promoted through the range of resources and activities they take part in. Children develop positive attitudes to others as they are able to select from resources which reflect diversity and the wider world such as small world play, dressing-up clothes, books, puzzles and play food. Children are beginning to appreciate the customs and cultures of others through learning about some festivals such as Divali or Chinese New Year. Children enjoyed changing the home corner into a Chinese restaurant and trying to use chopsticks. Displays and posters reflect positive images and help children become aware of the wider world. Children have opportunities to learn about the local community. For example, they enjoyed a visit from the fire service and enjoyed exploring the fire engine and talking with the fire officers. Children enjoy small outings such as visits to the local shops or nature walks.

Children play well together and behaviour is dealt with in a positive and consistent manner by staff. Staff give explanations, encourage children to apologise and regularly praise children for being helpful or kind to others. For example, when a child helped to tidy-up and completed a jig-saw puzzle they were praised and given a sticker for working hard. Children are learning to play together and are encouraged to share and to take turns. Children are taught to be polite to others and staff are good role models. Children can be regularly heard saying 'please' and 'thank-you'. The setting has systems in place to provide appropriate care and support to children who have English as an additional language. They work in close partnership with parents to ensure children's individual needs are met. Effective strategies are in place for children with learning difficulties and/or disabilities. The special needs co-ordinator is pro-active in ensuring appropriate action is taken when a child is identified or admitted with a particular need. All children are fully included and their families are supported. The setting fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Children benefit from the effective relationships that staff have developed with parents and this significantly contributes to children's well-being. Parents are welcomed into the setting and a clear settling-in programme ensures children settle well and become secure in their surroundings. Children's individual needs are effectively met as staff obtain information from parents prior to their child starting at the pre-school. Children benefit because information is regularly exchanged. For example, notice boards display information along with regular newsletters. Termly topic guides are sent home to parents to share information of themes and activities for the term ahead which helps parents be more involved in their children's learning. Information about the 'Birth to three matters' framework and the Foundation stage are shared with parents when their child first attends the pre-school. Policies and procedures are available to parents and these are up-to-date with generally accurate information. Parents evenings are not held on a regular basis but children's keyworkers ensure

they discuss children's daily achievements and progress with parents. Parents are also able to book an appointment to discuss children's progress on a more formal basis if they wish to. Parents spoken to at inspection felt the staff were friendly and kept them fully informed of their children's progress and were happy with the quality of the education their children receive at the pre-school.

## **Organisation**

The organisation is good.

Recruitment procedures ensure children are cared for by staff who have the relevant qualifications, skills and experience to do their jobs well. Children are safeguarded because appropriate checks are completed on all staff and information is effectively recorded. Any persons such as visitors who have not been vetted would not have unsupervised access to children and all staff are fully aware of this. Children are cared for by staff who have a secure knowledge of child development and a very high percentage of staff hold an early years childcare qualification. Priority is given to staff development and training needs are identified through staff appraisals and are immediately addressed. The staff are well informed and keep up-to-date with current child care practices through regular staff training and give high priority to professional development. Clear induction systems ensure staff are fully informed of the setting's policies and procedures and overall these are implemented well. All required documentation for the efficient and safe management of the setting is in place and in generally good order. Ratios are always maintained and staff are well deployed with a keyworker system in operation which ensures children's care, learning and play are promoted by staff who know the children well.

The leadership and management is good. Staff are guided by the effective leadership of the manager who is committed to ensuring children are safe, feel good about themselves and make progress. She leads by example and is a good role model. She values her staff team and utilises their skills well. Staff are supported through regular staff meetings and the information gained is used to monitor the quality of care and education provided within the setting. Also, all the staff team take responsibility for planning and assessment systems which they evaluate and these are generally effective at ensuring children are making progress in their learning. In the future the setting has plans to develop self-assessment and evaluation systems which will further improve outcomes for children. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to develop risk assessments, increase the use of the National Standards as a tool to evaluate quality and ensure parental consents are obtained for emergency medical treatment. Children's care, safety and well-being are protected as all staff are fully aware of the National Standards and implement them in a consistent manner. All policies and procedures are in line with the National Standards and the quality of the provision is monitored such as through regular staff meetings. Children's health is safeguarded as written parental consent for emergency medical treatment is requested before a child first attends the pre-school. Children's risk of accidental injury is minimised and their health is protected as comprehensive risk assessments are carried out of all areas used by the children. This includes activities and resources and a risk assessment is carried out prior to any outings.

At the last nursery education inspection the provider was asked to develop staff knowledge of the Foundation Stage and to review planning systems to show what children are expected to learn. Children's learning is generally promoted as the staff now have a secure knowledge and

understanding of the Foundation Stage. Planning systems have been reviewed and include long, medium and short term plans. They show the six areas of learning and the stepping stones and overall show what children are intended to learn.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review and improve assessment records to ensure they clearly show how children are progressing and that they inform future planning.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review and further develop short term planning to be more informative and to show how activities can be adapted or extended to suit individual children who learn at different rates.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)