



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY289559

DfES Number: 580035

### INSPECTION DETAILS

Inspection Date	31/01/2005
Inspector Name	Sheila Harrison

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Boxmoor Hall Pre School
Setting Address	Hemel Hempstead Sports Centre Park Road Hemel Hempstead Hertfordshire HP1 1JS

### REGISTERED PROVIDER DETAILS

Name	The Committee of Boxmoor Hall Pre-School Management Committee 1052392
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### ORGANISATION DETAILS

Name	Boxmoor Hall Pre-School Management Committee
Address	Hemel Hempstead Sports Centre Park Road Hemel Hempstead Hertfordshire HP1 1JS

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Boxmoor Hall Pre-School opened in Hemel Hempstead Sports Centre in 2004 having been running for 30 years in a nearby hall. A voluntary committee, including parents, manages the setting. It operates from one room within the centre. Other users share the room when the pre-school is not operating. The provision is situated close to the town centre and children attend from the local area.

There are currently 26 children from 2 years 8 months to 4 years on roll. This includes 11 funded three year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:15. A lunch club operates from 12:15 to 13:15.

Seven part-time staff work with the children. Three staff have early years qualifications to NVQ level 3. Two staff are due to start training towards a recognised early years qualification in the near future. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). The group is a member of the Pre-School Learning Alliance (PLSA).

### How good is the Day Care?

Boxmoor Hall Pre-School provides good quality care for children aged 2-5 years.

The premises are safe, well maintained with adequate risk assessments and procedures. The staff and committee are continuing to review and implement policies, although some procedures may be further evaluated in line with the National Standards.

Staff provide a warm welcome, developing trusting and friendly relationships with the parents and children. They foster a child's sense of belonging through the successful settling in procedures and key worker scheme. Staff ensure a secure routine and

manage the children well with the quality of their interaction enhancing aspects of the children's development. Children appear happy and well behaved.

Staff are developing an orderly and stimulating environment in the new premises. They use lightweight screens to display information and examples of children's work and make defined areas allowing children to move freely, feel safe and concentrate more easily. Children choose from a varied range of pre-determined activities, placed on the tables and on the floor from the wide range of resources available. They are interested and fully involved in their chosen play. Staff are enthusiastic and generally use their time to the benefit of children, although occasionally the children are easily distracted.

Staff are working towards suitable qualifications, increasing their knowledge of child care, first aid, education and good practice issues. They have a valuable working relationship with the parents and are aware of the importance of good two-way communication on a daily basis.

#### **What has improved since the last inspection?**

This is the pre-school's first inspection in these premises.

#### **What is being done well?**

- Snack time offers a very sociable experience with a healthy and varied diet. The lunch club is proving very popular, providing a time for children and staff to informally discuss their families and news.
- Parents are encouraged to give information about their child when starting pre-school. They are provided with regular newsletters and information on the current topic. Parents can participate fully within the pre-school through fund raising and serving on the committee.
- Staff build warm and trusting relationships with the children. They provide a suitable range of worthwhile activities responding to their interests, helping them to progress, settle and leave their main carer confidently.

#### **What needs to be improved?**

- the knowledge of the National Standards in order to fully evaluate the provision including the effectiveness of the registers, hand washing procedures, fire drill and lost child procedures
- staff deployment to ensure children's concentration skills are enhanced.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004, Ofsted has not received any complaints about this provider.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
<b>Std</b>	<b>Recommendation</b>
2	Develop knowledge of the National Standards in order to fully evaluate the provision including the effectiveness of the registers, hand washing procedures, fire drill and lost child procedures.
2	Review staff deployment to ensure children's concentration skills are enhanced.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision of nursery education at Boxmoor Hall Pre-School is good. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff are developing an understanding of the Foundation Stage and are introducing a balanced curriculum with a worthwhile range of interesting activities. Planning is related to the six areas of learning and stepping-stones. Staff observe the children's progress generally using the stepping stones.

Staff make appropriate use of time, with children having time for sustained concentration and opportunities to initiate their own games. Staff are generally well deployed, mainly working directly with the children and usually encouraging the children's concentration and listening skills. They provide an inviting environment, effectively supporting children through the key worker scheme. Staff provide sufficient and varied resources ensuring children are suitably occupied. Children have a few chances to learn on a larger more active scale. They praise and encourage the children in their play, helping the children to understand acceptable behaviour.

Staff have valuable experience and effective strategies to support children with special educational needs. They have some strategies for children with English as an additional language.

Leadership and management are generally good. The committee, supervisor and staff are committed to training and professional development. Information from evaluations of the sessions are loosely linked to future planning although the QCA curriculum guidance is not fully utilised. Staff meetings and regular informal discussions are used to monitor and improve the quality of care and education.

The partnership with parents is very good and contributes positively to the children's progress towards the early learning goals. Parents are encouraged to share what they know about their child and to be involved in their child's learning.

### What is being done well?

- Staff manage the children's behaviour carefully. They are respectful towards the children and are skilful role models encouraging good manners. They act in a consistent way using positive methods of rewards and praise, enhancing the children's development to share and take turns.
- Staff have become a consistent and strong team. They are committed to developing the provision through regular team meetings, planning and further training. This ensures the children feel included, secure and valued.

- Effective support is given to children with special educational needs which helps them work steadily towards the individual learning goals. Staff work well with other professionals taking advice on suitable strategies. They are sensitive to the needs of parents at these times.

#### **What needs to be improved?**

- the use of the QCA guidance for the Foundation Stage as a tool for evaluation and to plan the outcomes for the children
- opportunities for the children to have sufficient exercise and learn in a larger more active style.

#### **What has improved since the last inspection?**

The setting has made generally good progress since the last inspection. Children have access to an interesting range of mark making equipment within the role-play. There is a post box, pencils, paper, hole punches, scissors and sellotape in the play office. Staff record some creative development using the stepping stones.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children respond well to staff and form friendships. They work as a group and take turns, sharing fairly. Children discuss family events, although some home languages are not fully utilised. Children's confidence is promoted. They behave well, cooperate with each other and they are developing a positive disposition to learn. Children's independence is growing. They are beginning to help at tidy up time, make choices when using and replacing some resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children talk confidently to each other, adults and in groups. They enjoy expressing letter sounds during the small group Jolly Phonics session. Children see and use a wide range of good quality fiction and non-fiction books both independently and at story time, although the organisation of younger children at story time leads to a lack of concentration. They use an interesting range of marking making equipment in the role-play office.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident to count to 10 with sufficient chances to recognise numerals. They enjoy favourite number rhymes, although staff miss chances to demonstrate numbers in a practical way. Children skilfully sort and make patterns with number puzzles and threading beads. They use positional language during a game at small group time. Children experiment with weight whilst playing with dough and they use measuring tools in the role-play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children develop a sense of time, discussing the date, calendar and observing a routine. They have effective use of the pre-schools computer with a specially adapted keyboard, suitable for the young children to use independently. However, children do not use the printer. Children acknowledge various festivals and can discuss the people in their family. They have suitable opportunities to build with different materials and can experiment with different types of glue and sellotape.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move freely with pleasure and confidence, developing control over their bodies. However, they have insufficient chances to practise their skills on a larger scale or fully exercise such as pedalling tricycles, running and balancing. Children are beginning to talk about simple health issues such as washing their hands. They independently use a wide range of small tools such as hole punches and scissors.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have absorbing chances to experience and be creative with paint, sticking tactile materials and printing with bubble wrap. They show interest and participate purposefully with the musical instruments practising their rhythmic skills in small groups. Children listen to a limited range of music at tidy up time. Children have different role-play opportunities with the home corner becoming a hospital and office. They develop their imagination creating dens in the climbing frame.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- extend the use of the QCA guidance for the Foundation Stage as a tool for evaluation and to plan the outcomes for the children
- develop opportunities for the children to have sufficient exercise and learn in a larger more active style.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*