



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 129330

DfES Number: 546038

INSPECTION DETAILS

Inspection Date 26/11/2004
Inspector Name Sheila Harrison

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bovingdon Pre-School
Setting Address Memorial Hall, High Street
Bovingdon
Hemel Hempstead
Hertfordshire
HP3 0HJ

REGISTERED PROVIDER DETAILS

Name The Committee of Bovingdon Pre School In progress 1101570

ORGANISATION DETAILS

Name Bovingdon Pre School
Address Memorial Hall
High Street, Bovingdon
Hemel Hempstead
Hertfordshire
HP3 0HJ

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

Bovingdon Pre-School is managed by a voluntary committee and opened in 1996. It operates from three rooms in the Village Memorial Hall. An outside play area is provided. It serves the local area.

There are currently 59 children from 2 years 6 months to 5 years on roll. This includes 31 funded 3 year olds and 4 year olds. Children attend for a variety of sessions. The setting currently supports two children with either special needs or who speak English as an additional language.

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.

Seven part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). The setting is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Bovingdon Pre-School provides good care for children aged 2-5 years.

The pre-school provides a warm welcoming environment. The team works well together, they share a common purpose, are conscientious and use their time well to the benefit of the children. Policies are regularly reviewed, although staff are not fully secure in their knowledge of the National Standards and supporting criteria. These are not wholly used in the evaluation procedures to improve the smooth running of the provision. Staff have suitable qualifications and wish to increase their knowledge of childcare and education issues.

The environment is comfortable, orderly and safe, although the range of risk assessments is limited. The pre-school is well resourced and children have a choice

from a suitable range of pre-determined activities.

Staff ensure a secure routine and manage the children effectively with the quality of their interaction, enhancing aspects of the children's development. They have trusting and friendly relationships with the parents and children, fostering the children's sense of belonging through the successful settling in procedures and high staff ratio. They ensure children are included and their family situations are generally respected. Children appear happy and well behaved.

Parents have many positive comments about the pre-school including how well the children had settled and progressed. The committee is actively involved in the running of the setting and parents contributions of time and resources are valued.

What has improved since the last inspection?

At the last inspection the provider agreed to develop an action plan detailing how they will meet the qualification for half the staff to be qualified and to review issues relating to access and safety of the premises. All actions have been completed satisfactorily. Staff have completed NVQ level 2 qualifications in child care and education and some staff are continuing to work towards a level 3 qualification. Guards and barriers have been introduced to ensure children cannot leave the premises and a daily check is made of the premises to ensure safety measures are in place.

What is being done well?

- 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.
- Staff have an effective working relationship with the parents and are aware of the importance of good two way communication on a daily basis
- The staff team works well together. They share a common purpose and are committed to evaluating their practice through discussion and training.

What needs to be improved?

- risk assessments for the storage cupboard, for pregnant staff and the safety procedures undertaken including lifting and handling
- the use of the National Standards and the supporting criteria, as a tool to evaluate the quality of the provision
- permission for emergency medical treatment is obtained from the parents.

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 received no complaints about this provider.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Increase the use of the National Standards with the supporting criteria as a tool to evaluate the quality of the provision.
6	Develop risk assessments for the storage cupboard, pregnant staff and review the safety procedures undertaken including lifting and handling.
7	Ensure permission for emergency medical treatment is obtained from the parents.

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 Bovingdon Pre-School is good. Children are making very good progress in Personal, Social and Emotional Development and generally good progress towards the other early learning goals.

The quality of teaching is generally good. Staff are developing an understanding of the Foundation Stage and plan a balanced and purposeful curriculum with a wide range of interesting activities. However, the learning intention is not always fully considered. This occasionally leads to the staff not being well-briefed and missing chances to extend the activity. The secure routine gives children time to absorb, practise and revisit their learning. Staff are mostly working directly with the children and provide an inviting, well presented environment.

There are a wide range of resources which are pre-determined by the adults. Staff regularly observe the children. They build on what the children already know and ensure all children feel included, secure and valued. However, assessment is not linked to the stepping-stones and does not inform future planning. Staff model a range of positive behaviours, showing courtesy, respect and pride in the children's achievements. Children appear happy and well behaved.

There are valuable strategies to support children with special educational needs and some awareness of systems to support English as an additional language.

Leadership and management are generally good. The committee and leader are committed to staff training. Regular informal discussions and strong links with the local school are used to monitor and improve the quality of care and education.

The partnership with parents is generally good and contributes positively to the children's progress. Parents are encouraged to be involved in their child's learning during their role as parent helper and through the information supplied in the newsletter. Parents are informed of their child's achievements verbally.

What is being done well?

- Children are motivated to learn through practical activities which build on their interests. They had time for sustained concentration whilst working together making towers and patterns with bricks. Other children were exploring the properties of water pouring from one jug to another repeatedly.
- Staff manage the children's behaviour carefully. They act in a consistent manner using positive methods of rewards and praise, enhancing the children's development to share, take turns and become independent. Staff are skilful role models using appropriate praise and encouraging good manners.

- Children are developing a positive disposition to learn with challenging and enjoyable activities. Staff support the children, showing pride in their achievements.

What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage and the early learning goals
- the planning of the educational programme to show what children are intended to learn from the activities and to identify how the activities may be changed to meet the needs of all children.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children respond positively to staff. They have formed good relationships with their peers and have a positive attitude to learning. Children behave well and have an understanding of right and wrong. Their independence is encouraged throughout the routine. There were chances for children to negotiate and share whilst playing with the train track and children are encouraged to choose their part in the Christmas play. Children talk about their families and develop a sense of belonging.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have time to talk confidently to each other and with adults. They have fun with language changing rhyming words, suitably supported by the staff. Children have chances to see their names and recognise the sounds of letters. They handle books competently in a well-stocked and comfortable book area. Children can choose freely from an interesting range of mark making equipment, although they are not always supported to hold a pencil or use writing for a purpose in imaginative play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident counting groups of children and in number rhymes. They use measures, weigh and use positional language in the water tray, scales with pasta and whilst building brick towers. Children make patterns and see shapes with practical uses. They use mathematical language in physical games with the parachute. Children miss chances to discuss division of the fruit at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children develop their sense of time by knowing the secure routine. They encounter the living world, discussing the weather and leaves, conkers and fir cones. The nature table is available for the children to examine real objects. They explore the properties of various tactile materials including dough and water. Children use bricks to build and balance a tower and train tracks to experience pathways. Cultures and languages of the children and others are not fully acknowledged.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely with pleasure and confidence, developing control over their bodies and becoming increasingly independent. They have enough time to practise their skills with the parachute and in the outside area with sufficient exercise. They are beginning to talk about simple health issues such as washing their hands. Children have an adequate range of tools in the mark making and play dough areas.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children show interest and participate purposefully with the musical instruments and sing familiar songs with confidence. Staff plan to increase the chances to listen to different types of music. Children's imagination is suitably encouraged with some interesting role-play and they are all encouraged to take their chosen part in the Christmas play. Children have access to paint and paper of different shapes and sizes. Staff are considering extending the range of creative activities.

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

- develop staff's knowledge and understanding of the Foundation Stage and the early learning goals
- extend the planning of the educational programme to show what children are intended to learn from the activities and to identify how the activities may be changed to meet the needs of all children.

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.