



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 129332

DfES Number: 546252

INSPECTION DETAILS

Inspection Date	20/01/2005
Inspector Name	Sheila Harrison

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Boxmoor Private Nursery
Setting Address	Cowper Road Boxmoor Hemel Hempstead Hertfordshire HP1 1PF

REGISTERED PROVIDER DETAILS

Name	The Committee of Boxmoor Private Nursery 325123
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ORGANISATION DETAILS

Name	Boxmoor Private Nursery
Address	Cowper Road Boxmoor Hemel Hempstead Hertfordshire HP1 1PF

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 Private Nursery uses the nursery premises attached to Boxmoor JMI School. It opened in 1975 and is run by a voluntary committee. It operates from the nursery classroom consisting of 3 rooms with a self-contained kitchen and adjacent toilets. There is direct access to an outside play area. It serves the local area.

There are currently 28 children from two years six months to five years on roll. This includes six 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 12:45 until 15:00. There is an option of a lunch club from 11:45 until 12:40.

Five part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One staff member is 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).

How good is the Day Care?

Boxmoor Private Nursery provides good quality care for children.

The nursery provides a safe, bright and stimulating environment where the children move confidently. Children make constructive use of the well planned outside area. The provision is purposefully organised and the carefully planned routine supports the children's development. Effective use is made of the staff, space, and resources to ensure all children are well cared for and their independence is encouraged. Occasionally chances are missed to extend the children's learning at snack time.

The fire drill is frequently practised to ensure the younger children are comfortable and secure with the system; infection control measures are generally proficient.

There are many thoughtful displays of the children's work, including both group and individual work. Staff build warm and trusting relationships with the children allowing them to settle quickly encouraging their confidence when leaving their main carer. The lunch club is proving very popular, providing a time for children and staff to informally discuss their families and news.

Staff are suitably qualified and wish to increase their knowledge of child care and education issues. They regularly reassess the service alongside the National Standards, developing and reviewing their plans for action. However, personal records do not always contain sufficient relevant information.

Parents have many positive comments about the pre-school including how well the children had settled and progressed.

What has improved since the last inspection?

At the last inspection the provider agreed to attend to various safety issues relating to the door, toilet facilities and fire extinguishers. They agreed to develop an induction plan for new staff and to attend first aid training.

The safety matters have been attended to, with the toilets being deep cleaned, fire extinguishers have been checked and extra security has been placed on the front and rear doors. A comprehensive policy folder and induction plan has been introduced. Some staff have attended first aid training with all the staff willing to attend when a course is available. There is a first aider on the premises at every session.

What is being done well?

- Children appear happy and well behaved. Staff manage the children's behaviour well. They are kind, gentle and have high expectations of the children's achievements. Children have many opportunities to share, take turns and negotiate differences. Staff are good role models using appropriate praise and encouraging good manners.
- Staff have an effective working relationship with the parents and are aware of the importance of good two way communication on a daily basis. Parents are provided with clear information on the current theme. Staff are sensitive to the needs of parents when working with other professionals.
- Effective organisation of the room, furniture and the wide range of resources supports the children's independence. Children confidently develop skills to organise their play and learning.

What needs to be improved?

- snack time in order to extend the children's learning
- the children's records to contain information which enable staff to actively promote equality of opportunity and anti-discriminatory practice.

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.)

A complaint was received about the safety of the premises following an accident on 23/04/2004.

We have investigated the concerns by conducting two visits to the provision. As a result of the investigation the provider has been given two actions under National Standard 7 (Health). Compliance with the National Standards has been checked and satisfactorily completed by this inspection.

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
8	extend chances at snack time to encourage the children's learning
9	ensure children's records contain information which enable staff to actively promote equality of opportunity and anti-discriminatory practice.

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 Private Nursery is good. Children are making very good progress in Personal, Social and Emotional development and Communication Language and Literacy 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 are introducing a balanced curriculum with a worthwhile range of interesting activities. Planning is linked to the six areas of learning and stepping stones, although long term plans are not changed from year to year. Staff observe the children, recording their progress, and informally linking this information to future planning. The activities are evaluated and loosely linked to the children's achievements.

Staff make appropriate use of time working directly with the children. They provide an inviting and child centred environment. Staff praise and encourage the children in their play, helping the children understand acceptable behaviour. They are generally well deployed, encouraging the children to concentrate, listen and develop active learning skills. Staff provide sufficient and varied resources ensuring children are suitably occupied.

Staff have strategies to support children with special educational needs and are developing their knowledge of the Code of Practice. There is some awareness of systems needed to support English as an additional language.

Leadership and management are generally good. The manager and staff are committed to training and professional development. The manager is an effective mentor to less experienced staff. Information from evaluations of the session, 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. Parents are encouraged to share what they know about their child and to be involved in their child's learning through the Foundation Stage.

What is being done well?

- Children are developing a positive disposition to learn with challenging and enjoyable activities. Staff support the children, showing pride in their achievements.
- Outside play enriches the children's development. They have sufficient exercise, play cooperative games and have chances to explore their imagination and natural resources.

- Children's progress in Personal, Social and Emotional development and Communication, Language and Literacy is very good. Staff provide a wide range of challenging and practical activities to support the children's learning in these areas.

What needs to be improved?

- the staff's knowledge and understanding of the Foundation Stage including the use of the QCA guidance
- the long term plans to ensure the curriculum varies from year to year and the children's experiences are broadened.

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children respond well to staff and form good relationships with their peers and form friendships. They work as a group, take turns and share fairly. Children help at tidy up time and make choices when using and replacing resources. Staff challenge children's thinking and encourage children to respect others. Children are asked to reward their classmates by awarding stickers to "people who have been kind to me today". Children are excited to learn and enjoy finding the hidden gingerbread men.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently to each other, adults and in groups. They have some opportunities to express letter sounds and see their names. They listen with enjoyment to stories and poems and have a growing interest in rhymes. Children retell and anticipate the actions in the "The Gingerbread Man" using puppets, small world resources, tapes and books. Children are beginning to know that print carries meaning and there is a stimulating choice of mark making equipment.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count reliably, discuss shapes and use positional language with favourite stories and rhymes. Children anticipate the amount of dough needed and discuss size in a practical and meaningful context whilst choosing buttons for the Gingerbread Man. They discuss capacity whilst mixing the flour, cornflour and water but staff are not available to support play in the sand tray. Children enjoy the resources to support patterns and sorting with number puzzles and threading beads.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children can see and explore changes in materials whilst making microwave dough or mixing cornflour and comparing with a flour and water mix. They develop their sense of time by knowing the secure routine. Cultures and languages of the children and others are not fully acknowledged. There is a wide range of technological equipment with independent use of story tapes and a computer. Children will have access to a printer and digital camera in the future.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely with pleasure and confidence, developing control over their bodies. They have sufficient time to exercise and practise their skills in safety. They run, balance and climb using the play equipment with valuable and ample access to the outside area. Children are beginning to talk about simple health issues such as washing their hands. They freely choose a range of tools.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have a range of tactile and creative experiences using cornflour and flour and water outside with different types of dough inside. They have chances to use their finger to explore the properties of paint with the cut out gingerbread men. There is a range of role play equipment with the areas frequently changed, children have enjoyed the pizza shop and Chinese take away. They enjoy a range of make believe tools outside, giving chances to develop their ideas and negotiation skills.	
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

- improve the staff's knowledge and understanding of the Foundation Stage including the use of the QCA guidance
- extend the long term plans to ensure the curriculum varies from year to year and children's experiences are broadened.

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.