

Boxmoor Hall Pre School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Boxmoor Hall Pre School opened in Hemel Hempstead Sports Centre in 2004, having previously 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 centre when the pre-school is operating. The provision is situated close to the town centre. Boxmoor Hall Pre School serves the local area. The setting is accessible to all children and there is a fully-enclosed area available for occasional outdoor play.

Boxmoor Hall Pre School opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. A lunch club operates until 1.15pm. Children are able to attend for a variety of sessions. A maximum of 28 children may attend the setting at any one time. There are currently 34 children attending who are within the Early Years Foundation Stage.

Boxmoor Hall Pre School is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for two-, three- and four-year-olds. They support children with special educational needs and/or disabilities and children who speak English as an additional language.

Boxmoor Hall Pre School employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at Level 2, four are qualified at Level 3 and one is qualified to Early Years Professional Status. The setting receives support from the local authority, is a part of the 'Pathfinder' scheme for flexible funding of childcare and is a member of the Pre-School Learning Alliance (PLSA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. The setting promotes an inclusive, healthy and safe environment where staff respond to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. Children benefit from the effective partnership with parents and other professionals. Comprehensive documentation ensures the smooth running of the setting. Staff reflect on their own practice and they are proactive in extending their knowledge and skills.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- maintain a regular two-way flow of information with providers who also deliver the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a high level of commitment to promoting children's safety. The setting has clear policies, strategies and procedures to ensure the safeguarding and welfare of children and meets all required duties. Arrangements for recruitment and safeguarding children are robust, carefully managed, and understood by those who work with the children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child protection agencies. The environment in which children are cared for and educated is safe and supportive. Staff undertake effective risk assessments and take appropriate action to minimise hazards. The surroundings are conducive to learning, secure and well cared for. The available resources are used well to achieve the planned goals in learning and development. Children are taught to be safety conscious and they show a strong understanding of how to keep themselves safe.

The setting effectively evaluates the provision; staff are very knowledgeable and highly committed to prioritising the children's welfare and education. Staff regularly discuss and evaluate the routine and activities. They make good use of the local authority advice agencies and are undertaking a quality assurance scheme to improve the quality of the setting. Staff attend many short courses to update their skills and they share the information gained to promote achievement for all children.

Staff are successfully promoting equality of opportunity. They effectively help the children understand the diverse society in which they live. Staff have a good knowledge of each child's background and needs. Staff efficiently identify a child's need for additional support as early as possible. They share information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the support he or she needs. However, the setting has not fully initiated a two-way flow of information with the children's other providers of the Early Years Foundation Stage, reducing the continuity of learning for the children.

Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. Parents can make comments in their children's learning journey and are encouraged to bring artefacts from home to support the planned themes of the setting. The setting provides guidance and information on ways in which parents and carers can support their children's learning. There are clear and accessible channels for parents and carers to communicate with the setting. Parents are encouraged to take an active part in running the setting through the parents committee.

The quality and standards of the early years provision and outcomes for children

Children are happy, involved and make good progress. They are challenged, motivated and interested in a broad range of activities, for example, they develop their reasoning skills as they complete a complicated jigsaw. The educational programme provides rich, varied and imaginative experiences which meet the needs of all children well. Staff make effective assessments, carry out high quality observations and use the information gained to effectively guide future work. Staff offer individualised learning and planning linked to children's interests and they ensure activities are manageable and fun. For example, the setting provides a specific digital camera for the children to use and those that are interested and competent are introduced to the adult camera.

Themes and ideas are shared with parents to use at home and they discuss their strategies to help children progress, as similar methods may be useful at home. For example, staff encourage the use of correctly repeating the pronunciation of phrases back to children to develop their emerging communication skills.

Children are developing a positive sense of personal identity. They delight in inviting a grandparent to play to celebrate Grandparents' day. They play alongside their peers successfully and staff provide a plentiful supply of resources which allow children to develop their understanding of the need to co-operate and resolve situations. This helps them develop useful negotiation skills for the future.

Children play well independently and can choose from the pre-determined range of resources which cover all the areas of learning. Children can independently access a wide range of mark-making, art and craft materials from a low cupboard and older children confidently ask for other equipment from the store cupboard.

Children develop a good understanding of the wider world as they acknowledge festivals important to their friends and others in the community. They actively explore their surroundings with curiosity and interest, enjoying visits within the locality. They collect conkers during a nature walk on the moor and on a visit to the local church they were allowed to ring the bell. Children help people in the community by collecting food for the harvest festival.

The setting takes effective steps to promote children's good health and well-being and to prevent the spread of infection. Young children are sensitively supported to gain control over their bodies while they are toilet training. Children are well nourished and are learning about a healthy diet with the organisation of a rolling snack time. This gives children time to have their healthy snack at a time of their choosing so they can concentrate and continue in their play and learning.

Children are learning to be safe as staff gently explain how to use the scissors safely and they enjoy learning to exercise and move around the setting with control through their music and movement sessions.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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