

Bovingdon Pre-School

Inspection report for early years provision

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Inspector Sheila Harrison

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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*.

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Description of the setting

Bovingdon Pre-School is managed by a voluntary committee and registered 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 setting serves the local community. It opens five days a week during school term times. Sessions are from 9am until 12pm on Monday, Tuesday and Wednesday. On Thursday and Friday the setting opens from 9am to 12pm and 12.30pm to 2.45pm. There is an option of a lunch club until 12.45pm.

Children are able to attend for a variety of sessions. A maximum of 32 children may attend at any one time. There are currently 65 children attending who are within the Early Years Foundation Stage. It is registered on the Early Years Register and provides funded early education for two-, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs nine staff. Of these, three hold appropriate early years qualifications at Level 2, two at Level 3 and there is one member of staff working towards a Level 2 qualification. The setting receives support from the local authority and the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides effectively for children in the Early Years Foundation Stage. An inclusive and welcoming environment is provided to all and a committed staff team effectively implement the setting's policies and procedures to ensure children are safe and their welfare is fully protected. A partnership with parents, carers and others contributes positively to the setting's knowledge of individual children and ensures their needs are met. Staff support children well in their learning and development and generally effective planning and assessment systems ensure children are making progress towards the early learning goals. The setting has a positive attitude to improvement and is aware of their key strengths and areas they wish to develop further in the future. Systems to effectively monitor the quality of the service offered are used to ensure continued improvement.

What steps need to be taken to improve provision further?

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

- enhance the observation, assessment and planning systems to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. The suitability and qualification of all adults looking after children are ensured. Records required for safe and efficient management of the early years provision and to meet children's needs are maintained and effective. Staff and committee members have a secure understanding of child protection issues and procedures. Children are helped to stay safe with the effective risk assessments. Staff reflect on the organisation of the routine. They have changed the registration time to encourage children to sit on the mat for registration as well as the self registration system to ensure they stay safely inside the premises. Prompt action is taken to ensure the premises are well-maintained. Staff are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. An interesting, well-equipped environment successfully reflects children's backgrounds and the wider community. Examples of a child's home language are displayed along side the English labels. These are prepared before a child starts and in consultation with the parents. A generous range of equipment is available to ensure all the areas of learning are covered. Staff determine which toys to provide based upon observations of the children's play. Children have free access to various storage drawers containing puzzles and drawing materials. They confidently request further equipment to pursue their interests. Children's interest in counting plastic bears is extended into a colour and shape matching game.

Staff promptly identify a child's need for additional support, sharing information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the help he or she needs. Partnerships with other providers of the Early Years Foundation Stage are well established and make a strong contribution to children's achievement and well-being. The local school appreciates the information the setting provides on the children before they start school.

There is a highly positive and well established relationship with parents and carers ensuring each child's needs are met. The setting regularly asks parents and carers for their views and ensures that these are used to inform important decisions about the provision. The results of a recent questionnaire to parents have been collated and shared in the newsletter. Changes to the session that parents have suggested have been put in place. Parents are welcome to help in the setting and join the management committee. Children greatly enjoy their fathers visiting the setting to tell a story. A recent annual general meeting was successful, with parents coming to meet their child's keyworker outside of the session times. Parents commented on how happy they are with the setting, their children are eager to attend and the staff are very approachable.

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

Children are happy and making good progress in their learning. Staff's sound understanding of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social and physical well-being. Relationships are good and children's behaviour is managed well. Children are helped to settle and confidently leave their carer. Staff ensure that children are effectively challenged by the learning experiences provided. Children have many valuable chances to see and recognise their names. These are displayed with their photographs so younger children can quickly take part in the routine of self registration at the start of the session and after snack time. Staff are experienced at extending children's learning through appropriate questioning. Children are encouraged to think about and compare the sizes of strands of spaghetti during a sticking activity. Activities are well planned, based upon thorough observations of the children's needs, although, extended activities to advance the progress of the older, more able children are not included in the observation, planning and assessment systems. This limits the opportunity for children to achieve as well as they can. Children are learning about the world about them as they celebrate their festivals and those of their friends. They are sticking various materials on cut out paper hearts on Valentine's Day giving them the opportunity to discuss the people they are close to. They explore the benefits of a healthy lifestyle as they discover the natural world outside. Staff's interest in gardening encourages them to grow spring bedding plants and in the summer they grow salad crops, harvesting them and tasting them at snack time. They have great fun observing their shadows on a sunny day. They are learning to keep themselves safe as a visit from the fire service extended into imaginative games of others that need rescuing. They appreciate visits from other services such as the medical services and police officers within the theme of 'people who help us'.

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	2
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

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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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