

Boxmoor Hall Pre School

Hemel Hempstead Sports Centre, Park Road, Hemel Hempstead, Hertfordshire, HP1 1JS

Inspection date

28/03/2013

Previous inspection date

19/01/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They enjoy using all the resources to explore and set their own challenges in play. They are encouraged to be independent so that they become good decision-makers.
- Children make good progress in their learning and development; they form secure attachments with experienced staff who provide a caring and supportive environment for them.
- Children who are new to the pre-school are very well supported by their key person and the attentive staff. There is a close partnership with parents. As a result, children settle well so that they can explore their surroundings.

It is not yet outstanding because

- There is room to extend the use of the outdoor area so that children can make free choices about playing indoors or outside to further enhance their independence and active learning.
- There is scope to display pictures and photographs at children's height and use these so that children can express their thoughts and feelings about familiar events, objects and activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing practice and interaction between staff and children and discussed planning and assessment to ascertain children's achievements.
- The inspector engaged in children's play and discussed their progress with staff.
- The inspector carried out a joint observation of children's play with the manager.
- The inspector met parents and discussed their views on the service provided.

Inspector

Maura Pigram

Full Report

Information about the setting

The pre-school was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a room on the second floor of the Hemel Hempstead Sports Centre in Hertfordshire. The pre-school serves the local area and a lift is available for ease of access. There is a fully enclosed area available for outdoor play. It is managed by a voluntary committee that includes parents.

The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm. A lunch club operates from 12.15pm to 1.15pm. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The pre-school receives support from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the links between the indoor and outdoor environments so that children can choose to move freely between them
- develop further the use of pictures and photographs showing familiar events, objects and activities so that children can express preferences, thoughts and feelings about these items and display these at children's height.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are experienced practitioners and have good knowledge and understanding of the Early Years Foundation Stage. They have a secure understanding of what children need to learn and how to challenge and support their learning through play. They interact well with children so that they make good progress overall. They carry out informative assessments including the 'progress check at age two'. Parents are encouraged to contribute to their children's learning through discussions and the sharing of children's achievements obtained outside of the pre-school. The quality of teaching and learning is good and children's next steps in their learning are well known. Staff know when to sit back and allow the children's play to develop at their pace and when to intervene to

extend their play further. They get down to the children's level and join in with their play; skilfully asking open-ended questions. For example, children play with magnets and enthusiastic staff encourage them to take it further. As a result, children go looking for things that they estimate will react to the magnet and add their own dimension to the activity. This interaction extends children's curiosity, vocabulary and thinking. Staff listen attentively to children at all times so that children's self-esteem is promoted. Children with special educational needs and/or disabilities are well supported. For example, advice from outside agencies is sought and acted upon and this is sensitively shared with parents so that the needs of children are met.

Children are eager to try the activities on offer. They enjoy free-flow play indoors so that independence is promoted. They confidently move between the resources and activities showing characteristics of effective learning. Staff move around the play areas, providing individual attention as and when necessary. There is a good balance of child-led and age-appropriate planned activities. Children are able to make their own choices indoors as toys are easily available. This means that children can follow their own interests. Children particularly enjoy playing in the well-resourced home area. Staff actively engage with the children by asking open-ended questions. As a result of the positive interaction, children become deeply involved in their play. For example, they pretend to bake cakes and discuss the ingredients that they have used. This effectively supports children's language development. Children have daily opportunities to engage in energetic play. They enjoy using wheeled toys and recreate scenes they are familiar with. They love joining in with popular interactive group games when they can run safely. This helps to promote children's confidence and coordination. However, there is room to develop the link between the indoor and outdoor learning environments so that children can independently choose when they move between these spaces to further promote their active learning.

Opportunities for creativity, drawing and writing are easily available. Children readily use the easel to paint pictures and proudly take home their work to share with their families. They help themselves to a variety of pens and pencils and some children can write their own names. Artwork is also displayed and this promotes children's self-esteem. However, there is scope to display pictures of activities and familiar topics at children's height and to use these more to help children express their thoughts and feelings. Children are able to freely access tools, such as scissors to create independent work. Good interaction by staff ensures children know how to use these safely and a wide selection of scissors means that even the youngest child can safely use these. As a result, children spend long periods of time concentrating on tasks. Staff take positive steps to promote children's early mathematical skills. For example, children join in the regular group activity where they sing number songs and rhymes, they are encouraged to problem solve during their play, for example, during imaginative play and the construction of play dough models. Books are also accessible and children readily access these; they sit in the cosy area sharing them with their friends and staff members. Children enjoy the well-led story sessions and are able to choose books to take home with them in their 'reading bag'. This promotes children's interest in early reading and means that parents are involved in their children's learning at home. Overall, children are gaining good skills to help them in their next stage of their learning, such as starting nursery or school.

The contribution of the early years provision to the well-being of children

Children enjoy their time at the pre-school. The dedicated and enthusiastic staff greet them and their parents on arrival. New children settle in quickly as staff know the children and their families very well. In addition, they are given time to join in with activities at their own pace. This helps new children feel secure and staff are always nearby to offer help or reassurance as and when needed. A key person system contributes effectively to building close bonds that lead to trusting relationships. The close partnership with parents also contributes to children feeling settled and secure.

Staff work extremely well together and adopt a consistent approach to children's behaviour. They praise children for their achievements, however small, and use effective distraction techniques to resolve issues. This promotes good levels of self-esteem and helps children learn how to treat each other with respect. This contributes effectively to preparing children for the next stage in their learning, such as mixing with others when they start nursery or school. Younger children are helped to learn right from wrong through calm interaction, good deployment and consistent messages. Independence is encouraged as children choose what they want to play with. Resources are of good quality, easily available and are set out to meet individual interests. Children are encouraged to become independent in their personal care. For example, simple equipment is provided so that children can use the soap and dryers to wash their hands without needing assistance from adults.

Children enjoy healthy snacks and pour their own drinks during the popular rolling snack time. Staff are continually reviewing this area so that independence is fully promoted. A staff member always sits with the children and encourages good eating habits to promote their good health. Children's dietary needs and preferences are well known. Children are developing an effective understanding of keeping themselves safe. For example, they know where they can use bikes and buggies and are able to negotiate space safely. Children have use of a small outdoor play space where they can enjoy being in the fresh air. They learn about the importance of exercise through a range of play opportunities. For example, they love using the large slide indoors where they learn to take safe risks during their play. In addition, staff organise regular physical group activities so that children can develop their physical skills further.

The effectiveness of the leadership and management of the early years provision

Well-established and effective procedures are in place for safeguarding children's well-being. Staff are fully aware of what to do should they have concerns about children in their care. High priority is placed on protecting children's welfare and the manager follows stringent procedures working with outside agencies when necessary. Parents are informed of safeguarding procedures before their children start at the pre-school. Any concerns expressed by parents are professionally managed and are fully investigated so that children's welfare is protected. Knowledge is kept up to date through regular training. Staff carry out daily safety checks and take sensible precautions to ensure children are as safe as possible at all times. For example, doors to the hall are kept secure and visits to

the toilets are well managed so that children are safe. Children are closely supervised at all times including when they walk to the outdoor area where high ratios ensure their safety is a priority. Policies and procedures including safeguarding and complaints are frequently reviewed to ensure they are up to date and reflect current requirements. All children's documentation and related paperwork is in place and stored securely. Staff consistently review children's assessment systems and have embraced the revised 'Early Years Foundation Stage' so that children make good progress in their learning.

The experienced manager and the mostly long-term staff work hard to ensure children enjoy a varied range of activities and experiences to support their learning. Safe recruitment procedures ensure all those working with children are suitable to do so. Staff are well deployed and ensure the resources set out interest and challenge children in their learning and development. Clear supervision by the manager and regular appraisals means that training needs are discussed and supported. Recently staff attended a training session related to how two-year-old children learn. As a result, staff implemented knowledge gained and reviewed the layout of the pre-school with particular regard to the development of cosy spaces. This has had a positive impact on children's learning and development as they readily use this space during their play for imaginative play and sharing books. Monitoring of the pre-school is an ongoing process. Views of staff are regularly shared through informal discussions and regular meetings. Parents and children can contribute their views and these are very welcomed. Plans for progression are well known, such as maximising access to the outdoor play area more fully so that the service provided continually improves.

Parents are complimentary of the staff and some have older children who have attended the pre-school. They state that their children are very happy and that they feel involved in their children's learning as the staff regularly exchange information with them. In addition, they state that the detailed learning journals give them a wonderful insight into how their children are developing. There are good systems and procedures in place to liaise with other care providers that children currently attend. Staff recognise that partnerships make a strong contribution to meeting children's needs. As a result, children are well supported in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY289559
Local authority	Hertfordshire
Inspection number	907735
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	15
Name of provider	Boxmoor Hall Pre-School
Date of previous inspection	19/01/2011
Telephone number	07963381380

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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