

# Bovingdon Pre-School

Memorial Hall, High Street, Bovingdon, Hemel Hempstead, Hertfordshire, HP3 0HJ

<b>Inspection date</b>	22/09/2014
Previous inspection date	14/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Practitioners know the children in their care very well and plan appropriate next steps to extend their learning and development. As a result, children's individual needs are consistently met.
- Practitioners speak respectfully to each other and are good role models for children. Consequently, positive behaviour is enhanced.
- Robust procedures are in place to safeguard children. Practitioners have a strong knowledge of child protection and who they should report any concerns to. Therefore, children's safety and welfare is promoted.
- Partnerships with parents are strong and trusting. Practitioners effectively communicate with parents about their children's needs. There is a positive link between the home and the pre-school, as a result, children's learning is enhanced.

### It is not yet outstanding because

- Practitioners do not always use the most successful strategies to teach children how to take turns. As a result, children do not consistently develop an understanding of how to play co-operatively with each other.
- Practitioners do not always maximise opportunities for children to practice safety measures, for example, by cutting their own food at snack time. Consequently, children do not consistently learn to use tools and equipment safely.

## 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.

## Inspection activities

- The inspector had a tour of the pre-school.
- The inspector observed children playing in the main room, having their snack and activities in the outdoor area.
- The inspector conducted a joint observation with the pre-school supervisor.
- The inspector checked the qualifications and evidence of suitability of practitioners, including those that work in the village hall.
- The inspector looked at children's assessments, planning documents, policies and procedures.
- The inspector took account of the spoken views of parents.

## Inspector

Katherine Hurst

## Full report

### Information about the setting

Bovingdon pre-school was registered in 1996 and is on the Early Years Register. It is situated in the village memorial hall in the Bovingdon area of Hertfordshire, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. Two other members of childcare staff are currently working towards a qualification at level 3. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 12pm and children attend for a variety of sessions. There is an option of a lunch club until 12.45pm. There are currently 29 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance practitioners understanding of effective methods to support children to take turns and play co-operatively, for example, by using resources, such as egg timers to give children a visual understanding of when it will be their turn
- maximise opportunities for children to learn that equipment and tools have to be used safely, and enable them to practise these safety measures, for example, by cutting their own food at snack time.

## Inspection judgements

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

Children arrive happily at the pre-school and are excited when they see their favourite activities set out. They register themselves by finding their name card and placing it on their key person's board. This helps children to develop their early literacy skills. The environment is well resourced and children are engaged in activities that promote their learning through play. They move freely around the room and make choices depending on their particular interests. Some children particularly enjoy the role play area and dress up in a range of outfits. They place dolls in pushchairs and take them for a walk around the room. Practitioners talk to them about caring for their dolls, for example, engaging in conversation about sitting the dolls upwards, to enable them to see. As a result, children develop their communication skills well. Practitioners maximise opportunities to promote children's mathematical development. They talk to children about different shapes and

numerals in books and the environment. Children are encouraged to count objects that they see and use mathematical language, such as big and small to describe toys. Practitioners challenge children to develop their mathematical understanding by encouraging them to match shapes to picture cards and to use the number lines, which go up to 20, and are displayed around the room. This supports children to recognise numerals and develop their understanding of numbers past 10. As a result, children are developing the skills needed for future learning in school.

Practitioners consistently promote children's communication and language development. They engage in conversations with children and provide a running commentary to what they are doing during play. As a result, children begin to link words to actions. Practitioners ask children open-ended questions, which extends their critical thinking. They are given time to think and give an answer. As a result, children develop their vocabulary and learn to use speech as a way of sharing their thoughts and feelings. Practitioners read children a wide range of stories from their chosen books. Children become engrossed in the practitioners story-telling as she uses intonation in her voice and invites them to make comments about what they can see in the pictures. They eagerly anticipate what is about to happen next. Consequently, children learn to listen, pay attention when others are talking to them and give appropriate responses. Practitioners support children who speak English as an additional language effectively. They encourage parents to visit the pre-school to share a story and teach practitioners the correct pronunciation of words in their spoken language. This enables practitioners to speak familiar words to children and gives children a sense of belonging. Practitioners use additional resources, such as picture cards, to teach children about the pre-school routine. Practitioners also support children with special educational needs and/or disabilities. They work closely with other professionals, for example, speech and language therapists, to develop appropriate next steps to support children's learning. Practitioners ensure that parents are kept informed at all times. As a result, children with additional needs are well-supported and all children make good progress from their starting points.

Practitioners have a secure understanding of the learning and development requirements. They know the children in their care very well. They regularly observe them and identify appropriate next steps to extend their learning. Practitioners assess children's progress against the early years outcomes and this provides them with precise knowledge of where children are in their learning and development. As a result, practitioners swiftly identify if children need additional support. Practitioners involve parents in their children's learning and share next steps for them to support at home. For example, practitioners ask parents to read to their children regularly to promote communication and language development. A weekly planning newsletter is sent home providing parents with the option to contribute to the following week's planning by informing practitioners of what their children like doing. There is a continuous link between the pre-school and the home. Consequently, children's learning and development is consistently promoted.

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

Practitioners are happy and create a calm environment in the pre-school. They speak to each other respectfully and are good role models for children. Consequently, children feel

content and they learn how to speak to others politely. Positive behaviour is reinforced consistently and practitioners remind children of the pre-school rules. For example, they appropriately intervene when two children are trying to play with a toy and remind them to share. As a result, children know what is expected of them and behaviour is of a high standard. However, at times, practitioners do not use the most successful strategies to teach children how to take turns. For example, by making use of visual aids, such as an egg timer to give children a greater understanding of when it will be their turn on the bouncy castle. As a result, children do not consistently develop an understanding of how to play co-operatively with their peers. Practitioners are very caring towards the children and empathetic towards their needs. Children have strong attachments with their key persons and seek them for both comfort and to join in with their play. Consequently, children feel safe and secure in their care. Practitioners encourage children to be independent and try things for themselves. They praise children for their achievements, which raises their self-esteem. Practitioners listen to what children have to say and are interested in their thoughts and opinions. As a result, children feel valued and are confident learners.

During the settling-in period, practitioners gather information about the children and their care needs from their parents. This enables continuity of care between the pre-school and the home. Children attend several visits with their parents so that they feel comfortable in the environment. Practitioners visit children in their home if they find it difficult to settle in. Subsequently, children feel safe as they build a relationship with their key person. Practitioners have developed successful methods to support children during changes in their lives, for example, when they leave pre-school to attend nursery or school. They take children on regular trips to the local school, which enables children to become familiar with their surroundings. Practitioners provide school uniforms in the role play area and they engage in conversations with children about going to school. As a result, they are emotionally well-prepared for future learning, when they move on to school.

Children enjoy playing outside in the garden and have daily opportunities to exercise in the fresh air. There is a range of equipment to support children to develop their physical skills such as slides and bikes. Practitioners provide nutritious snacks and encourage the parents whose children attend lunch club to give them a healthy packed lunch. Children are encouraged to manage their own hygiene, for example, by wiping their own noses. When practitioners help children, they use antibacterial gel afterwards to minimise the spread of infections. Children wash their hands before eating and after using the toilet. They wash their own cups and plates after snack. Consequently, children learn about good hygiene practices and how to be healthy. The pre-school has a range of resources and equipment that are of good quality and safe for the children to use. Children are unable to freely access toys that are not set out due to the pre-school being in a shared village hall. Toys are required to be stored in another room. However, practitioners give children choices regularly and are sensitive towards their needs. When children ask for particular toys, practitioners ensure that they are provided. Children gain an awareness of personal safety, most of the time. Practitioners remind children to walk inside and explain the risk of hurting themselves if they run. However, on occasions, practitioners do not maximise opportunities for children to practice safety measures, for example, by cutting their own food at snack time. Consequently, children do not consistently learn to use tools and equipment safely.

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

Practitioners have a secure understanding of the Early Years Foundation Stage and meet all of the safeguarding and welfare requirements. As a result, children are safe and well protected in their care. Safeguarding knowledge amongst practitioners is strong and children's welfare is paramount. They are aware of the signs and symptoms of abuse that would cause them to be concerned, and who to report their concerns to. Children are protected from the inappropriate use of technology and the pre-school supervisor is knowledgeable about the importance of this. Daily checks of the environment are carried out by practitioners to minimise the risks of any accidents. The majority of practitioners have a current first-aid qualification, which enables them to respond promptly and with appropriate knowledge if children do have an accident. Practitioners deploy themselves around the room and supervise children effectively. Consequently, children are kept safe in the pre-school and their welfare is promoted.

The pre-school has excellent staff retention and all practitioners have been in post for a minimum of 18 months. Therefore, children benefit from a continuity of care. The pre-school supervisor completes appropriate reference checks of practitioners and observes their practice during the induction period. All practitioners are required to read the pre-school's policies and procedures when they are first employed and sign to confirm that they understand them and will adhere to them. Practitioners attend regular training courses to develop their knowledge. For example, one practitioner recently attended a course called 'Boys, Boys, Boys'. This training was then cascaded to the rest of team, which has enhanced their understanding of how boys play and learn. As a result, the quality of teaching is of a good standard and children's learning is enhanced. Practitioners have established good working relationships with other professionals and providers. Professionals, such as speech and language therapists and school teachers visit the children in the pre-school setting. The pre-school supervisor has meetings with the nursery teacher at the local school to share ideas about their learning expectations for children and different teaching methods, for example, for teaching phonics. Subsequently, practitioners are able to support children's individual needs in order for them to make good progress.

The pre-school supervisor regularly monitors all practitioners to ensure that the quality of their teaching and care is of a high standard. Since the last inspection, practitioners have developed how they observe and assess children's progress to ensure that they quickly identify their learning needs and plan interesting experiences to promote their learning and development. Through self-evaluation, the pre-school supervisor has identified areas of practice that require improvement. For example, she has recently implemented two half-termly, one-to-one meetings with each key person to monitor children's on-going assessments. Practitioners discuss the individual learning needs for each child, demonstrate how they are planning for their next steps and how children are progressing in their learning and development. As a result, the pre-school supervisor accurately monitors the educational programmes to ensure that children's individual needs are met. All practitioners, committee members and parents are encouraged to be part of the self-

evaluation process. Parents are asked for feedback in regular questionnaires and the weekly newsletter. As a result, partnerships with parents are enhanced. Parents are very happy with the care that their children receive. They are keen to recommend the pre-school to their family and friends.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	129330
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874827
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Bovington Pre-School
<b>Date of previous inspection</b>	14/02/2011
<b>Telephone number</b>	01442 834188

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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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