

Boxmoor Pre-School

Cowper Road, Boxmoor, Hemel Hempstead, Hertfordshire, HP1 1PF



Inspection date

16 October 2015

Previous inspection date

19 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The highly competent manager monitors all aspects of pre-school practice very well. She pays close attention to ongoing professional development for herself and her staff, tailoring this well around the welfare and learning needs of children. This helps children to strengthen existing skills and build new learning in readiness for school.
- Children develop positive attitudes towards their learning, which helps them to make good progress. They enjoy a wide range of high-quality and well-planned activities, both inside and outside. For example, the outline of a hedgehog is drawn on the ground in the garden and children enjoy sweeping leaves on to it to enable the hedgehog to bury itself and hibernate for the winter.
- High priority is given to promoting children's emotional well-being so they feel happy and secure. Staff are kind, caring and receptive to children's reactions and feelings, and welcoming and supportive to their families.
- Parents are warmly encouraged to be actively involved in their children's learning. The regular sharing of information about children's ongoing achievements enables parents to build and extend learning at home.
- Children play in a very safe and extremely bright, stimulating environment. Staff carry out detailed risk assessments and safety checks of equipment and resources. They are extremely vigilant about the security of all children.

It is not yet outstanding because:

- When children start at the pre-school, too much time passes before a precise baseline is established from which staff are able to measure and track children's progress.
- Staff have not yet succeeded in securing the very best working partnerships with all other settings that children attend, to ensure continuity in children's learning and enhance their progress even further.

What the setting needs to do to improve further

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

- accelerate the establishment of precise starting points so that staff can plan even more effectively from the beginning of a child's placement in the pre-school and accurately track children's progress
- build on the partnerships with other childcare settings that children attend to more effectively support continuity in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager and discussed their findings.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector held a meeting with the chairperson of the committee.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Susan Marriott

Inspection findings

Effectiveness of the leadership and management is good

Leadership is strong. The manager's commitment to continuous improvement is evident. She critically evaluates her practice, incorporating relevant legislation in the effective policies. Purposeful, reflective practice helps the manager and her staff to measure the quality of provision by identifying strengths and areas for development. Arrangements for safeguarding are effective. There is effective supervision and performance management of staff. The manager takes time to monitor the quality of staff interaction with children. This enables her to accurately assess how well they are working to support and extend learning based on the needs of each child. Staff generally work well in partnership with other providers, such as settings close by and local schools. However, they are yet to fully establish effective relationships with those settings who are more reluctant to engage with the pre-school.

Quality of teaching, learning and assessment is good

Children are motivated to learn and are happy. Staff provide a very good range of activities both indoors and outside, and observe children as they play. This enables them to effectively assess and plan activities for children's individual interests. The progress of both individuals and groups of children are checked to ensure there are no gaps in learning and no child gets left behind. Staff focus strongly on supporting children's developing communication and language. They speak clearly, ask children questions about their play, read stories and sing songs during each session. Staff gather information from parents on entry and combine this with their initial observations to clearly identify children's starting points. However, in some cases, too much time passes before a precise baseline is established from which to measure children's progress. Children generally enter at or above levels of achievement that are typical for their age, so staff are not always able to demonstrate the full extent of the good progress that children make. Nevertheless, staff quickly identify any progress that falls below expectation and plan imaginative and challenging experiences to ensure that any gaps in learning are quickly closed.

Personal development, behaviour and welfare are good

The key-person system works well and all staff know each child's needs and interests. Children develop a good understanding of how to keep themselves safe. They behave well and treat each other with respect. Children are learning to accept the needs and feelings of others and begin to work out solutions to problems for themselves. Staff teach children about good hygiene routines and of the importance of eating healthy foods. Children's dietary requirements and medical needs are fully met at all times. They choose where to play and have many chances for energetic play in the stimulating outdoor area.

Outcomes for children are good

Staff support children very effectively to develop the key skills required for the next stage of their learning. Children are confident and motivated, and make good progress across all areas of their learning and development.

Setting details

Unique reference number	129332
Local authority	Hertfordshire
Inspection number	874828
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	46
Name of provider	Boxmoor Private Nursery Committee
Date of previous inspection	19 April 2012
Telephone number	01442 402288 PM

Boxmoor Pre-School was registered in 1992 and is managed by a committee. It operates from self-contained premises within the grounds of the school. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and the manager holds a qualification at level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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