

Boxmoor Hall Pre School

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



Inspection dates

Previous inspection date

6 March 2017 - 3 March 2017

3 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the last inspection, the manager has developed procedures to ensure that evidence of staff and committee members' suitability is available for Ofsted. She understands her responsibility to notify Ofsted of changes and significant events at the pre-school.
- The manager and staff have developed effective procedures to observe, assess and track children's progress. They show a good understanding of children's learning needs.
- Staff plan activities to promote children's next steps in learning. For example, children observe a strawberry plant growing. Staff teach them about how plants grow and take them for a walk to observe flowers, grass and trees on the common. Teaching is good and children learn with interest.
- Staff and the manager maintain good levels of hygiene at the pre-school. They organise routines well and children are provided with appropriate feeding, toileting and nappy changing facilities.
- Staff provide daily outdoor experiences for children. They go on walks and play in the pre-school's garden. Children enjoy fresh air and exercise. They learn about the world and nature.

It is not yet outstanding because:

- Staff do not obtain detailed enough information from parents about children's ongoing interests and learning at home. The new procedures to work with parents to support children's learning are not yet fully developed.
- Staff do not benefit from regular training and professional development opportunities, as part of the new supervision process. They are not fully supported in developing their teaching skills.

What the setting needs to do to improve further

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

- continue to extend the newly developed procedures to work with parents to ensure that regular information is obtained about children's learning and interests at home to boost their educational programmes at the pre-school
- provide staff with regular training and professional development opportunities to continuously improve the quality of learning for children.

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.
- The inspector held discussions with staff and managers. She looked at relevant documentation, such as evidence of the suitability of staff working at the pre-school, their qualifications and training.
- The inspector discussed the pre-school's reflective practice with the manager.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The safeguarding arrangements are effective. Staff understand their role in safeguarding children and themselves. They participate in discussions and training to continuously develop their knowledge of child protection. Staff know the signs of abuse and neglect and also understand the procedures for referrals, should concerns arise. They conduct risk assessments of the premises, monitor equipment and toys, and supervise children to ensure they are always safe. Staff are guided by policies that are in line with current legislation and shared with parents. The manager has developed procedures to reflect on practice and has started to lead supervision meetings with staff. Parents and the local authority advisers are engaged in sharing their views on improving practice. Qualified staff show good capacity to improve their services and are confident in their roles. They have taken swift steps to meet the actions set at their last inspection.

Quality of teaching, learning and assessment is good

Qualified staff have developed procedures to identify children's starting points and next steps in learning with parents. Children's interests and development needs are promoted through play. For example, they create a train with blocks and count how many toy dinosaurs and horses they can balance on the train. Staff plan adult-led activities. For example, children take part in a one-to-one reading session when they are challenged according to their skills. Some children use props to retell the story, while others learn simple vocabulary. Children also enjoy leading their own play. For example, they fill up and empty containers with pasta, describing what they do and counting together. Children explore writing tools, puzzles and books. They develop their skills well.

Personal development, behaviour and welfare are good

Staff work with parents to tailor practice to children's needs. Children settle well and form strong bonds with staff and other children. There are secure procedures to manage children's behaviour, always with the help of parents. Together, they find best strategies to support children's emotional development and they behave well. Staff effectively promote children's health. Children learn about personal hygiene during routines and about healthy eating during snacks and activities. Staff promote children's cultures and teach them about festivals and their community. Children learn about personal safety, playing on large equipment and going for walks. Children are confident and happy.

Outcomes for children are good

Children explore a range of activities across all areas of learning. For example, they have a role-play tea party and count how many plates and cups they need amongst themselves. Gaps in children's learning are narrowed through their individual planning. For example, children who speak English as an additional language benefit from targeted activities to learn vocabulary in English. They communicate well. Children explore and investigate. They play with sand and modelling dough. They explore their textures and make models. Children make good progress and develop their skills in preparation for school.

Setting details

Unique reference number	EY289559
Local authority	Hertfordshire
Inspection number	1078400
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	10
Name of registered person	Boxmoor Hall Pre-School Committee
Registered person unique reference number	RP519073
Date of previous inspection	3 November 2016
Telephone number	07963381380

Boxmoor Hall Pre School was registered in 2004. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one staff member holds an appropriate qualification at level 1. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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