

# Boxmoor Pre-school

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



## Inspection date

28 June 2018

Previous inspection date

16 October 2015

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

- All staff act as positive role models for the children. They work well together as a team. As a result, the pre-school is calm and children's behaviour is of a high standard.
- Children's language development is well supported through a range of good teaching methods. For example, staff demonstrate to children how to include more descriptive words in their sentences to help extend their vocabulary.
- Children have high levels of independence. They follow the routines of the day well and persevere at activities they choose without the need for adult support.
- Staff use a wealth of opportunities to skilfully question children and extend their learning further. This supports all children to be prepared for the next stage in their learning.
- The pre-school provides a welcoming and inviting learning environment for the children. There is a huge range of activities on offer which children readily help themselves to.

### It is not yet outstanding because:

- The manager does not always make sure that staff have the best opportunities to develop their professional knowledge, to raise the quality of teaching to a higher level.

## What the setting needs to do to improve further

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

- make the most of opportunities for staff to continue their professional development and raise the quality of teaching to an excellent standard.

### Inspection activities

- The inspector spoke to parents and took their views of the pre-school into consideration.
- The inspector considered the suitability of the premises, inside and outside.
- The inspector spoke to children and staff at suitable points during the inspection.
- The manager and the inspector conducted a joint observation of a planned activity. They considered the impact of the teaching on children's learning.
- The inspector looked at a range of documentation, including staff suitability documents, children's learning journals and policies.

### Inspector

Jennifer Hardy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a strong understanding of how to keep children safe in their care and know who to report any concerns to regarding children's welfare. Staff feel well supported at the pre-school and they are offered regular opportunities for supervision meetings. Staff communicate well with parents and other professionals, such as teachers at the local school. They share vital information to support children's well-being. Staff make regular and accurate assessments of children's learning and plan for their next steps. Additional funding that the pre-school receives is used well to support all children to make good progress in their learning.

### Quality of teaching, learning and assessment is good

Staff interact well with children as they support their learning. They promote children's counting well. For example, they use 'clever counting' to support children to count up to 25, patting their laps as they count. Staff talk to children about their topic of healthy eating. Children eagerly identify healthy foods, such as carrots, lettuce and cucumber. Staff support children's understanding of how things work and encourage them to explore their ideas. For instance, they suggest to children that they could add water to the moat in the sandpit and see what happens. Staff talk to the children and take an interest in their real-life experiences so that they can make connections in their learning outside of the pre-school.

### Personal development, behaviour and welfare are good

Children separate from their carers confidently at the start of the session and promptly choose an activity to focus on. They are calm and interact well with their friends. Children form strong bonds with their key person. Staff have high standards for hygiene and children learn from these well. For example, children wash their hands independently before they eat their snack. Children's work is valued and displayed throughout the pre-school, indoors and outside. Children learn about the wider community. For instance, they eagerly look around the fire engine when it visits the school next door. Children have opportunities to learn about different cultures and festivals, such as Eid and Chinese New Year. They take a keen interest in the cultural costumes that are on display in the pre-school.

### Outcomes for children are good

Children make good progress and gain the skills they need for moving on to school. Children develop their large muscles. For example, they carefully ride bicycles around the track in the garden. Children develop their mathematical language. For instance, they remain focused as they talk about filling and emptying while they play with buckets in the sand. Children use their imagination, pretending to give new hairstyles to their friends in the hairdressing home corner. They enthusiastically play instruments and sing along to their favourite nursery rhymes outside. Children talk about how things grow, such as when they create paintings, using pieces of fruit and vegetables as stamps in the paint.

## Setting details

<b>Unique reference number</b>	129332
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1126885
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Boxmoor Private Nursery Committee
<b>Registered person unique reference number</b>	RP904719
<b>Date of previous inspection</b>	16 October 2015
<b>Telephone number</b>	01442 402288

Boxmoor Pre-school registered in 1992. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or 3. 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.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

