

# Inspection of Boxmoor Hall Pre School

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

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Inspection date:

14 December 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The manager is knowledgeable about the pre-school and supports staff well; however, required documentation is not always easily accessible and available for inspection. This does not have a direct impact on children, but it does not support the efficient management of the provision or enable the provider to evidence that they meet all requirements.

All children are warmly greeted as they arrive at the pre-school. Staff immediately meet the individual needs of all children, as parents share information to support a smooth handover. As children enter the main room at the pre-school, they understand their individual routines and are aware of staff expectations of them. For example, children find their own activity boxes, open them up and choose a toy to play with. All children become immediately engaged in activities of their choosing and concentrate at these for long periods of time.

The pre-school caters for several children with special educational needs and/or disabilities (SEND). Staff expertly create an environment to meet children's sensory needs. For example, a tent is out to provide children with a quiet place they can take themselves to as they need. Staff discuss emotions and feelings openly with children. They teach children different ways to manage their emotions individually, which supports children to remain calm in the pre-school environment.

## **What does the early years setting do well and what does it need to do better?**

- Staff work closely with parents before children start to ensure a smooth settling-in period. Staff are aware of the impact of COVID-19 pandemic on children's social development, and have adapted their settling-in process. Parents share comprehensive information about children's starting points before children begin at the setting, so staff have an excellent understanding of what children can already do. Staff create effective planning from the moment children start to support their next steps in learning.
- Children are provided with a wealth of experiences outside of the pre-school. They go for a walk in the local church gardens to see lights on the Christmas tree. Staff talk to children about being safe as they walk on the snow and ice towards the church. Children delight as they press the button to stop the traffic and cross the road. Staff and children talk about road safety and repeat together 'stop, look and listen'.
- Children with SEND are very well supported by the staff. Communication between parents, professionals and the pre-school is good. Strategies are quickly put in place to support children, and ensure that they have opportunities to make progress in their learning. Staff are quick to complete additional training and all staff have relevant and up-to-date knowledge of children's specific

individual needs. Staff go over and above to visit other settings that children also attend, to share information.

- Children behave well. Staff have clear expectations for all children while in the pre-school. Staff encourage them to take turns and share activities. For example, at song time, children wait patiently and take turns to choose the song from the puppets and photo cards. Children become excited when it is their turn to choose.
- Staff are knowledgeable of the individual cues and information some children require to manage the pre-school day. They use visual aids to count down from four to zero as they begin packing away for the next part of the day. This ensures all children are aware of changes that are taking place. However, sometimes activities, such as snack, are not always ready for children to access. This means that children sometimes become upset and lose concentration.
- Parents are highly complimentary of the pre-school and staff team. They feel the team go over and above to support their children's individual needs. Parents are aware of children's learning and the next steps in their development. Parents feel communication is good and they feel well informed about their child's day. Parents attend the setting based on recommendations and would recommend to others.
- The manager ensures her staff team are well supported. Supervisions are in place to ensure successful professional development and staff have access to a wide range of training. However, the manager does not always ensure that documents are easily accessible.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of safeguarding and the signs and symptoms that might have an impact on the children in their setting. Regular training and refresher courses are completed, so staff remain knowledgeable and aware of any changes to policies and procedures. Staff talk about the wider issues in society that have an impact on children, and are knowledgeable about county lines and the 'Prevent' duty guidance. Regular risk assessments are completed to ensure the environment remains safe and secure for all children. The manager regularly checks the suitability of all staff and committee members.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure all documentation is easily accessible	10/01/2023

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

- consider how daily routines can be better organised and prepared so children do not become restless or distracted while waiting.

## Setting details

<b>Unique reference number</b>	EY289559
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10234840
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	Boxmoor Hall Pre-School Committee
<b>Registered person unique reference number</b>	RP519073
<b>Telephone number</b>	07963381380
<b>Date of previous inspection</b>	6 March 2017

## Information about this early years setting

Boxmoor Hall Pre School was registered in 2004. The pre-school employs two members of childcare staff all of which hold appropriate early years qualifications at level 3. The pre-school opens from Monday and Tuesday 9am till 1pm and Wednesday and Thursday 9am till 12.30pm during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Smith

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a planned activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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