

# Inspection of Boxmoor Hall Pre School

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

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Inspection date: 5 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Children's development and well-being are warmly supported by staff who provide them with close attention which is adapted to their needs. This includes children with special educational needs and/or disabilities (SEND). Staff encourage children's development on walks in the local area. They help children to notice the features of the world around them, such as flowers in a local churchyard. Children enjoy looking at Christmas trees that have been put up locally and talk about the lights that they see around them. Staff use these everyday activities to remind children of safety rules, such as waiting for all of the cars to stop before using a pedestrian crossing. They help children to press the button at the crossing, to teach them about road safety.

Interesting activities, such as sensory play, are used to broaden children's vocabulary. Staff encourage children to explore 'magic' sand. Children work the sand through their fingers, exploring the texture. They use a range of language to describe what they experience. Children use words such as 'spongy' and 'melting', and staff applaud them for trying new language. A staff member holds up the sand. Children sprinkle it through their fingers and say, 'It's raining,', which leads to further lively discussion. Staff understand how to build children's language skills to broaden their vocabulary and give them good opportunities to use their newly acquired language in everyday experiences.

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

- Staff feel well supported by the manager and take pride in their work. The manager uses effective systems of staff supervision and monitoring that enable her to identify any areas where she can support staff, including through training. All staff, including volunteers, speak about their broad and effective programme of supervision and support. They value the time to speak with management about any concerns they may have, to identify training needs and to discuss the specific needs of their key children.
- Staff have detailed knowledge of children's individual needs, particularly the children with SEND. They use this to adapt activities and resources for all children and focus any additional funding where it has the most positive impact on outcomes for children. They build good relationships with parents and any professionals in children's lives in order to share their considerable knowledge of individual children as appropriate. This helps them to meet children's needs securely. Parents praise how well staff know their children and appreciate how they manage links with other professionals in their children's lives.
- Children are helped to understand different mathematical ideas. Staff use a range of strategies to help them understand the meaning of written numbers and the different quantities that they represent. They build on children's existing

knowledge and help them to extend their understanding. For example, those children who can recognise single-digit quantities are supported to recognise double-digit quantities. They then try to guess a quantity without counting in sequence.

- Staff welcome children warmly and complete thorough handovers with children's carers so that they can adjust the service they provide according to children's daily needs, even when these may change.
- Staff support and respect children's dignity, including those with SEND who may need more help with their personal care. They are also aware of non-verbal children and understand their attempts to communicate, patiently listening and confirming what they want or need. This sensitive approach means that all children receive an equally supportive experience, both from their key person and other staff in the pre-school.
- Overall, there is an effective balance between adult- and child-initiated activity. However, occasionally, especially when the staff are readying children to move on to something else, such as to go outside, they take longer than necessary. Multiple staff take part in getting individual children ready. This means that other children who need less support are largely left to their own devices during these times.
- The manager has taken steps to ensure that all relevant documentation used for the safe and efficient management of the setting is easily available to anyone with the right or professional needs to see it. This includes evidence that staff have undertaken training in paediatric first aid and to demonstrate that all persons who work with children have been subject to relevant suitability checks.

## Safeguarding

The arrangements for safeguarding are effective.

All staff and leaders understand how to identify signs and symptoms of abuse and/or neglect and how to refer these in line with local procedures. Staff, including volunteers, are fully aware of whistle-blowing procedures. They attend regular training, both formally through courses and informally through staff meetings and one-to-one discussions, to maintain their comprehensive knowledge.

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

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

- strengthen the quality of staff support for all children during times when children move from one activity to the next.

## Setting details

<b>Unique reference number</b>	EY289559
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10271197
<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 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	6
<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>	14 December 2022

## Information about this early years setting

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

## Information about this inspection

### Inspector

Naomi Brown

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation of a mathematical activity.
- Parents shared their views and the inspector took these into account in the assessment of the pre-school.
- The inspector accompanied the staff and children on a walk to a local church.
- Staff and children spoke to the inspector.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- The inspector viewed a sample of documentation, including evidence of staff suitability checks.

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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