

Inspection of Bovingdon Pre-School

Memorial Hall, High Street, Bovingdon, HEMEL HEMPSTEAD, Hertfordshire HP3 0HJ

Inspection date: 6 March 2024

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and ready to begin their day. All children have a good understanding of the pre-school routine, which supports their behaviour as they arrive. The staff team create an environment that offers children access to a wide range of activities that they access independently. Staff use children's interests and extend activities through the week. For example, children create butterflies with patterned material. This follows on from an interest in a story about a hungry caterpillar and the creation of caterpillar pictures.

A secure key-person system is in place. This supports the youngest children to build relationships with a specific adult and feel safe in the environment. Staff create a calm learning environment in which children thrive. Individual activity areas are created so children have space to play and learn.

In general, children behave well. They are kind to each other and, at times, seek each other out to play with and socialise. Staff take time to talk to children about the setting rules and support them to explore their emotions. Staff have created a quiet and calm area to support children to self-regulate their behaviour and emotions. This is widely accessed by children, and they often take themselves over to read stories and have quiet time.

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

- The manager creates a curriculum that is ambitious for all children. As a result, most children make good progress in their learning. Staff know the children well and create activities which children explore for long periods of time. This maximises learning opportunities. For example, children enjoy scooping and mixing cereal to make 'Gruffalo crumble'. They use cake cases and transport them into the oven for cooking. Children enjoy talking to each other throughout, sharing equipment and taking turns. This supports children's social development.
- Children develop a real love of books. Each activity at the setting has books related to it close by and children are often seen looking at books independently. Staff enjoy reading stories with children. They use their voice and changes in tone to bring the story to life. This underpins children's literacy and language development.
- The garden area is an extension of the inside provision. Children enjoy the large space available for them, excitedly running around and balancing on the bikes. At the tuff trays children explore a book about going on a bear hunt. They welcome staff into their play and enjoy playing with and alongside them.
- Over the last year, there have been lots of changes to staffing within the setting. Parents feel this has been communicated well. Staff members feel well supported by the new management structure. However, at times, children with

special educational needs and/or disabilities have not been supported well. Therefore, referrals and support plans have not been in place in a timely manner. However, the manager has reflected on this, and plans to introduce strategies to ensure these children are ready for the next step in their learning.

- The manager has reflected on practice and the opportunities made available for children outside of the setting. Children enjoy walking to the local library to take books out. Staff recently welcomed parents into the setting to share their interests and hobbies, including a rally car owner. This enhances children's experiences and builds on their cultural capital.
- Parents are highly complimentary of the setting. Parents talk of how quickly their children settle into the setting and the information which is shared with them each day. Staff gain a good amount of information when children first start at the setting. This develops good parent partnerships from the start.
- The manager understands the importance of reflection and sharing information. Staff feel their own well-being is supported and this creates a happy working environment. Staff have access to training and share any information at staff meetings. However, training does not always link to the areas of development needed for the staff team. Therefore, some staff do not always make maximum progress in their own professional development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop teaching skills further, especially in relation to strategies to support children with special educational needs and/or disabilities, so that all children make good progress in their learning and development
- provide consistent targeted support, training and coaching for staff to help maximise their professional development and meet children's needs to the highest level.

Setting details

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| Unique reference number | 129330 |
| Local authority | Hertfordshire |
| Inspection number | 10316840 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 46 |
| Number of children on roll | 29 |
| Name of registered person | Bovingdon Pre-School |
| Registered person unique reference number | RP523223 |
| Telephone number | 07549019445 |
| Date of previous inspection | 17 May 2018 |

Information about this early years setting

Bovingdon Pre-School registered in 1992. It is situated in Bovingdon, Hemel Hempstead, Hertfordshire. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday during school term time only. The setting offers a variety of sessions between 9am and 3pm. The provider receives funding to provide free 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 provider 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 the evaluations of the provision.
- The manager and the inspector completed a learning walk together of all the areas of the setting and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the 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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