

# Parkway Pre-School

Inspection report for early years provision

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**Unique reference number**

148126

**Inspection date**

27/04/2011

**Inspector**

Jo Rowley

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Parkway pre-school opened in 2000 and is privately owned. It operates from the Christchurch community centre in Parkway, Welwyn Garden City, Hertfordshire. The pre-school serves the local and surrounding areas and has strong links with the local primary school. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens each weekday during school term time, from 9.15am until 12.15pm with an optional lunch club from 12.15pm until 1pm. A maximum of 28 children may attend the pre-school at any one time and there are currently 43 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register and provides funded early education for three and four-year-olds. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs seven members of childcare staff, of which six hold appropriate early years qualifications. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well-established staff team create a warm and welcoming environment in which children feel settled. Staff follow effective safeguarding procedures and have an accurate knowledge of each child's interests and needs, enabling them to ensure that every child is included. Planning for the Early Years Foundation Stage covers all areas of learning and staff provide a good range of fun and interesting resources to ensure that children receive experiences that promote good progress overall. Partnerships with parents, carers and other settings are very well established and these help to promote continuity of care and learning for the children attending. Steps are taken to evaluate the pre-school's strengths and areas for improvement, with all staff working together on the setting's formal self-evaluation tool. Parental feedback from questionnaires and discussions during consultation meetings are also taken into account. Therefore, the pre-school is responsive to the needs of those using their setting.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare).
- 25/05/2011

To further improve the early years provision the registered person should:

- further develop learning journeys to consistently include the children's individual next steps.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is well promoted as the setting has robust safeguarding procedures in place. For example, staff attend regular training to ensure that they are fully aware of their role and responsibilities in working together to protect children and stringent checks are carried out to ensure that all staff are suitable to work with children. Staff carry out thorough risk assessments and daily checks of the setting meaning that hazards to children are minimised. However, although staff risk assess outings that children take part in there is no record of the risk assessment or indeed what is checked by staff to ensure that children's safety is fully protected. Children gain a good understanding of safety issues through ongoing explanations from staff and they participate in a range of relevant activities. They look out for each other as they play and an example of this is as a child moves a few building blocks which have fallen near to the door which leads to the outside area which is to stop 'somebody falling' he says. The daily implementation of the setting's policies and procedures further supports children's safety and wellbeing and all required safeguarding documentation is in place to support children's safety and wellbeing.

The manager and staff team work very well together. They share a genuine enthusiasm for their work and are clearly able to support one another. The manager encourages all staff to attend further training and to continue to improve their practice through regular meetings and appraisals, helping to promote an environment where staff develop positive attitudes to learning. Resources are used well to promote children's learning and development and children have regular opportunities to make choices about their play. Good use is made of the outdoor play area to ensure that children are offered an extended range of opportunities because the inside activities are offered outside at every opportunity. This gives children a far greater choice whilst enabling them to enjoy regular fresh air.

All staff have a good understanding of anti-discriminatory practice, enabling them to review their policies and ensure that the service they provide is inclusive to all children and their families. They work closely with parents and carers to ensure that they understand each child's background and needs, and consider this information when they are planning activities and play opportunities. Parents receive thorough information about their child's progress and activities, for example, through newsletters, daily talks with staff and regular parent and staff consultation sessions. The setting also works well with others to ensure the continuity of children's care and to promote their development. For example, they work closely with the local schools so that they can help prepare children for this

transition and they regularly share information with local childminders which enables them to fully inform parents of their child's time at pre-school.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in all areas of learning because staff have a thorough understanding of the Early Years Foundation Stage. They implement clear procedures for assessing children and utilise this information to inform activity planning, ensuring that children are offered activities that promote their development. The effective use of the key person system means that staff know the children well and can therefore provide appropriate support whenever needed. They confidently encourage children to explore and develop their own play, intervening appropriately to extend children's knowledge and understanding. This enables children to take an active role in their learning and develop positive attitudes to this. However, children's learning journeys do not incorporate children's next steps consistently. Therefore, planning does not always demonstrate how children's individual learning needs are being met.

Children feel valued and their play is enhanced as their ideas are listened to and they are able to choose new resources with staff supporting them to ensure that there is a balanced range of child-initiated and adult-led activities. For example, children show great enthusiasm for the imminent royal wedding as they design and create their own crowns and make up their own weddings as the dress up in prince and princess outfits. Children's enjoyment is further enhanced as staff extend their play. An example of this is as the children's home corner becomes a royal palace, complete with thrones, and a pre-school made royal carriage and horse is available for the children to use. Children enjoy making a wedding cake and designing their own wedding invitations as the festivities are planned to help their development across all areas of learning. Parents are fully involved in their children's learning also as, for example, they bring in their own wedding photographs for children to share with their friends at the setting.

Children have many opportunities to learn about the uses of information and communication technology, therefore gaining valuable skills for the future. For example, they use battery operated toys and a computer and have great fun taking pictures of each other using a digital camera. Their emotional development is promoted through small group time and they demonstrate that they feel settled, having clearly built secure relationships with staff and each other. Children develop a good understanding of appropriate behaviour because they are offered clear explanations by staff. They learn about sharing, cooperation and negotiation as they work out turn-taking and help with tasks such as tidying up. Children are developing a good understanding of the wider world around them as they participate in a range of activities and play experiences to support this, such as when they celebrate festivals including Diwali, and Chinese New Year as well as others throughout the calendar year. Their understanding is further promoted as, for example, children take part in regular opportunities to develop their Spanish speaking. As a group they are able to count to ten, recognise and vocalise the different colours they are shown and ask each other how they are feeling as well

as replying how they feel in Spanish.

The good procedures for working with parents and other professionals mean that children who have special educational needs and/or disabilities or those who speak English as an additional language are offered appropriate and continued support to enable them to participate and make good progress. Staff incorporate children's individual interests into the planning, capturing their interests, extending their knowledge and providing them with opportunities to develop early reading and writing skills. For example, they participate in songs and rhymes to help them identify letters and enjoy writing and mark-making as part of their role play. Children are encouraged to develop healthy lifestyles and their understanding of the relevance of healthy eating is promoted as they participate in preparing their own snack and pouring their own drinks whilst talking about how food and water is good for their bodies.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met