

Parkside Pre-School

Parkside Centre, 82 Peel Close, LONDON, E4 6XQ



Inspection date

10 February 2015

Previous inspection date

23 September 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children thrive in this outstanding pre-school. The quality of teaching is exceptional and staff are dedicated to ensuring that each child reaches their full potential.
- Staff provide an excellent range of high-quality learning experiences for children, indoors and outdoors. As a result, children are highly motivated and eager to learn.
- Children form exceedingly good bonds and attachments with their key persons and other staff. They settle well and feel safe and secure.
- Staff are highly qualified and they plan exceptional educational programmes to promote children's learning. They accurately assess children's developmental needs and incorporate their interests to ensure they maintain children's enthusiasm for learning.
- Staff operate highly successful focus groups that enhance the development of children who may be less advanced in some areas of learning. As a result, any gaps in children's learning rapidly close.
- Staff are highly skilled in promoting children's communication and language development. Children who are learning to speak English as an additional language flourish in their speaking and understanding.
- The management committee and leadership team are highly effective in driving improvements in the pre-school. They demonstrate an uncompromising commitment towards achieving excellence in outcomes for children.
- Extremely strong partnerships with parents ensure that they are fully involved in the life of the pre-school. As a result, children are confident and self-assured.
- Staff build exceptionally strong relationships with other professionals involved in children's care and development, which fully enhances consistency.

What the setting needs to do to improve further

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

- enhance the already excellent provision at morning snack to allow space for more children to exercise their choice at this time.

Inspection activities

- The inspector observed staff interaction with children indoors and outdoors.
- The inspector spoke with the chairperson, manager, staff and children, and other professionals linked to the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views by speaking with them on the day and reading parents' feedback.
- The inspector sampled a range of documents, including policies and procedures, staff suitability records and qualifications, self-evaluation form and children's progress records.

Inspector

Jennifer Forbes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff provide an exceptional range of challenging activities and experiences that successfully promote children's learning and development. They understand how children learn extremely well and they provide outstanding opportunities for children to explore, learn and express their creativity. For example, children enjoy the sensory feel of baby lotion on their hands as they smooth it out over a table. They make marks and staff ask them effective questions to fully encourage conversation. Staff skilfully introduce words to extend children's vocabulary to promote their development in communication and language. Staff use the lotion activity to teach children about mathematics as they help them to recognise numbers and shapes. Children are enthralled as a circle becomes a face when they add dots with their own fingers. Staff give children a sense of achievement as they skilfully extend the activity and press on paper to turn it into a print.

The contribution of the early years provision to the well-being of children is outstanding

Staff provide an exceptionally welcoming and nurturing environment where children feel safe and relaxed. Children settle extremely well as staff help them to feel comfortable and secure. Children build excellent attachments with staff, who understand and care for their needs. Key persons carry out nappy changing routines to ensure children feel emotionally secure. Staff teach children how to share and take turns. Children's behaviour shows that they feel very safe and happy and they make friends easily. Staff ensure that children eat a good diet and talk to them about healthy food choices. Overall, staff help children to learn skills of independence to boost their self-esteem extremely well. Staff provide excellent opportunities for children to play in the fresh air. Children dig and make discoveries in the garden. Children carry out their own risk assessments of the garden, which enables them to learn effectively about keeping themselves and others safe.

The effectiveness of the leadership and management of the early years provision is outstanding

The management committee and staff have an outstanding and well-documented drive for improvement. Highly effective monitoring of staff practice and planning ensures exceptionally good outcomes for children. Thorough analysis of assessment of children's learning ensures that any potential learning needs are recognised and quickly met. A clear, targeted programme of professional development means that staff are constantly striving for excellence. They have an exceptionally secure understanding of safeguarding and know how to protect children from harm. Staff work exceedingly well in partnership with parents and ensure they are fully involved in their children's learning. Excellent partnerships with other settings ensure highly effective continuity for children. This prepares them well for moving on to the next stage of their learning and school.

Setting details

Unique reference number	146927
Local authority	Waltham Forest
Inspection number	841744
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	33
Name of provider	Parkside Pre-School Committee
Date of previous inspection	23 September 2009
Telephone number	07904060338, 02036077557

Parkside Pre-School opened in 1993. It operates from purpose-built premises adjacent to Parkside School and the Parkside Centre in Chingford within the London Borough of Waltham Forest. It is managed by an independent committee and receives funding for the provision of early education for children aged two, three and four years. The pre-school operates Monday to Friday from 9.15am until 12.15pm and from Monday to Thursday from 1pm until 3.15pm. Staff operate a lunch club between 12pm to 1pm from Monday to Thursday. They employ ten members of childcare staff, two of whom hold early years qualifications at level 6 and eight at level 3.

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