

St Lukes Parkstone Pre-School

37 Birchwood Road, Parkstone, Poole, Dorset, BH14 9NW



Inspection date

Previous inspection date

17 March 2015

8 May 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

- Teaching is of a consistently high standard throughout the pre-school. All staff are fully engaged in children's learning and provide an exceptional range of high-quality learning experiences both indoors and out. All children are keen to learn, and eager to explore and investigate, which helps them all to make rapid progress in their learning.
- Children are extremely happy, confident and increasingly independent due to the praise and encouragement they receive from the friendly and familiar staff team. This helps to prepare children well for the next stage in their learning, such as school.
- All staff have an excellent awareness of children's individual learning needs and interests. They use highly effective systems to monitor and plan accurately for children's progress, so that activities provide just the right levels of challenge.
- Excellent partnership working helps to ensure that staff meet children's individual needs exceptionally well. Staff value parents' input within the setting to enrich the curriculum for children and provide ideas for children's learning at home. This encourages parents to continue to build on children's skills at home.
- Staff support children's safety exceptionally well, providing high levels of supervision and a safe environment. Children learn how to keep themselves safe as they discuss the positive pre-school rules and boundaries together.
- Children demonstrate a love of books. They become absorbed in stories due to the excellent storytelling techniques used by staff. Just as readily, they pick up a book to find out information about a particular subject for themselves.
- There is an unmistakable commitment to improvement. The staff team constantly evaluate and reflect on all aspects of their practice and share skills and knowledge. This helps them make continuous improvements in the outcomes for children.

What the setting needs to do to improve further

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

- provide more real resources in role play areas to further enhance children's play experiences.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the manager.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications, and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.

Inspector

Samantha Powis

Inspection findings

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

Children thrive due to the excellent levels of support they receive from highly skilled staff. Staff embrace every opportunity to extend children's learning, reacting immediately to children's interests. For example, staff create an area where children can use magnifying glasses to observe the frogspawn they have brought in. Staff added books and pictures to help children learn about life cycles. They chat together about how the frogspawn looks and how it will change, referring to the books to extend their knowledge. Staff teach children skills that enable them to complete their own activities. For example, children learn strategies for joining paper and card to enable them to make their own models and creations. Children are keen to take part and enjoy their learning as many activities reflect their own ideas. Staff provide many resources to encourage children to use writing and identify letter shapes and sounds in their play. Children use the chalk board to advertise items for sale in the play caf outside. Although there are many opportunities for children to engage in role play, staff do not always include real resources to enhance children's engagement further. Parents are fully involved in all aspects of children's learning and receive excellent information about children's progress and next steps.

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

Children are confident and settle quickly at the pre-school. They form strong bonds with the caring and friendly staff members, who are always close by to provide any support children may need. Individually arranged settling-in sessions help children to gain confidence so they feel safe and secure. Children develop good relationships with their friends due to the excellent teaching methods used by staff. For example, when two children play with the computer, they agree to use the sand-timer so that they both get to have a fair go. Children feel relaxed in the familiar daily routines. They learn to follow boundaries and expectations and discuss how these help to keep them safe. Children have daily opportunities to engage in a wide range of activities outdoors to promote their health. They use equipment such as tricycles and bicycles with stabilisers, developing strength and balance, and learning to negotiate space. Staff have an excellent awareness of their responsibilities to safeguard children due to effective staff induction and training.

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

Strong leadership and outstanding teamwork from highly skilled staff underpins the success of the pre-school. Managers have secure systems in place to recruit staff. They monitor their ongoing suitability and use training and regular staff supervision to promote their professional development. Children benefit because standards are continually improving due to the astute focus on review and reflection throughout the pre-school.

Setting details

Unique reference number	511108
Local authority	Poole
Inspection number	842379
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	37
Name of provider	St Lukes Parkstone Pre-School Committee
Date of previous inspection	8 May 2009
Telephone number	01202 735685

St Lukes Pre-School registered in 1991 and operates from Lower Parkstone, near Poole in Dorset. The pre-school is open each weekday during school term times from 9am to 3pm, except for Thursdays when they open until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are eight members of staff, of these, one has Early Years Professional Status and one has Qualified Teacher Status. There are four staff who hold a childcare qualification at level 3 and one who has a qualification at level 2.

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