

Parkgate Pre-School

Parkgate Primary School, Brooklands Road, Parkgate, South Wirral, Cheshire, CH64 6SW



Inspection date

2 July 2015

Previous inspection date

5 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and staff have a very good knowledge and understanding of the requirements of the Early Years Foundation Stage and implement these well.
- The well-established key-person system promotes children's learning and development effectively. Staff have an extremely good understanding of all children's needs and routines. As a result, children are exceptionally confident and self-assured individuals.
- The excellent range of resources in the indoor and outdoor environments is extremely well organised and easy for children to reach. This promotes children's independence and learning successfully.
- The safety of children is given high priority by all staff. Daily risk assessments are carried out to ensure that the areas used by children are free from hazards.
- Children follow excellent hygiene routines and learn to adopt healthy lifestyles. They enjoy nutritious and healthy snacks and lunches. Staff talk with children about the positive effects healthy eating has on their bodies.
- The manager ensures the views of staff, children and parents are taken into account when setting targets for improvement.
- The manager and staff meticulously monitor the progress of different groups of children, such as two-year-old children who are in receipt of funded early education. There is a highly effective tracking procedure in place. This enables staff to quickly identify and address any gaps in children's learning.

It is not yet outstanding because:

- Opportunities to extend children's thinking skills are sometimes missed.
- Staff do not get many opportunities to share good practice across the team so that best practice can be built upon to further improve children's learning experiences.

What the setting needs to do to improve further

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

- enhance the use of skilful questioning to encourage children to share their knowledge in greater detail
- provide more opportunities for staff to observe and share best practice, in order to develop the quality of teaching to a consistently outstanding level.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working with children, and viewed the setting's self-evaluation and improvement plan.
- The inspector toured the setting.
- The inspector held meetings with the manager and spoke to other staff members at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector observed activities in the indoor and outdoor environments.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Janet Weston

Inspection findings

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

Staff are well qualified and experienced. As a result, all children's learning is promoted well, including those with special educational needs and/or disabilities. The quality of teaching is good and, at times, is outstanding. As a result, children develop a good range of skills and attitudes. This prepares children well for the next stage in their learning, including their move on to school. Planning and assessment arrangements focus sharply on the individual needs of all children. Assessments are shared with parents, in order to promote continuity of care between the pre-school and home. Children enjoy the good opportunities available to develop their early writing skills. They use paintbrushes, chalks and water to make marks on the ground outdoors. Staff build on children's enthusiasm for mathematics. For example, when children play at the water table, staff encourage them to think if their objects will sink or float. Children explain what is happening and anticipate what might happen next. Staff skilfully extend this further as children learn about surface area and comparison. However, on occasion some staff do not maximise opportunities for children to extend their thinking even further, by using skilful questioning.

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

Staff have high expectations for children. As a result, children's confidence flourishes as they are supported to meet their full potential. Staff have a warm and friendly manner. They are excellent role models, showing kindness and consideration to others. Superb attachments are made as staff get to know their key children extremely well. Staff offer consistent praise to children and children's behaviour is excellent. Children know how to keep themselves safe and they play exceedingly well together. For example, they know how many children are allowed in the bike area and organise this without conflict. All children are very secure and settled. They love to learn in this extremely stimulating environment. All children are given superb opportunities to take part in learning outdoors. This develops their physical well-being extremely well. Robust safeguarding policies and procedures are in place and all staff have completed relevant safeguarding training. This ensures that children's welfare is exceptionally well protected. There are excellent relationships with local schools and other professionals, to provide children with continuity in their care and well-being.

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

Staff are led by a highly motivated and passionate management team. A well-documented self-evaluation and improvement plan clearly demonstrates how they will improve this very good provision even further. Management effectively monitor staff. There is a programme of staff support and training which has a positive impact on their teaching. Staff are given access to a wide range of opportunities to continue their professional development. However, this does not include many opportunities for staff to be able to model and share best practice. Consequently, outstanding practice is not always celebrated and built upon across the setting, to enable all children to reach outstanding levels of attainment.

Setting details

Unique reference number	305236
Local authority	Cheshire West and Chester
Inspection number	864814
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	53
Name of provider	Parkgate Pre-School Committee
Date of previous inspection	5 January 2012
Telephone number	0151 353 8168

Parkgate Pre-School was registered in 1993. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications; one member of staff has a level 2 qualification, four members have level 3, one staff member has level 6 and a further member has Qualified Teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and 12.30pm until 3.30pm. Lunchtime is between 12 noon and 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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