

# Parkway Pre-School

Christchurch Community Centre, 110 Parkway, Welwyn Garden City, Hertfordshire,  
AL8 6HN



## Inspection date

Previous inspection date

30 March 2016

27 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff conduct detailed assessments of children's learning and monitor their next steps in development. They plan challenging activities based on their secure knowledge of children's skills. For example, children roll marbles into numbered tunnels as they learn number sequences. They learn with interest and develop well.
- Teaching is good. Activities are inclusive and purposefully adapted for children of different ages and skills to learn together. For example, story sessions are exceptionally well planned. Children explore stories using visual aids and props. Activities are well resourced and children engage with high levels of enthusiasm.
- Children enjoy outdoor play and daily physical activities. Staff provide nutritious snacks and teach children to manage their own hygiene. Healthy living is promoted well.
- Children celebrate festivals and learn about cultures in their community. Inclusive and dedicated staff are great role models for children, who develop good social skills and values.
- Staff conduct daily assessments of play areas to minimise risks to children. They meticulously plan outings. Children play and explore in safety at all times.
- The manager monitors staff's suitability and closely supervises their practice. She provides them with access to training and professional development. Staff understand their roles and effectively promote children's learning, development and welfare.

### It is not yet outstanding because:

- Staff do not always obtain detailed enough information about children's skills on entry to accurately assist in the identification of their starting points in learning.

## What the setting needs to do to improve further

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

- obtain even more detailed information about children's skills and abilities on entry to ensure precise identification of their starting points in learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint evaluations of activities with the pre-school manager.
- The inspector held meetings with the pre-school manager and discussions with staff. She looked at relevant documentation, such as the pre-school's self-evaluation, evidence of the suitability of staff working in the pre-school, their qualifications and training certificates.
- The inspector spoke to a small selection of parents during the inspection and also took account of parents' views through written feedback.

### Inspector

Karinna Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff participate in child protection training and confidently monitor children's well-being and welfare. They know the steps to take if concerns arise about children's welfare. Children are protected. Policies are in line with current legislation, implemented in practice well and shared with parents. Staff effectively document practice and develop strong links with external professionals. As a result, children are promptly supported. The manager involves staff and parents in evaluating practice. She monitors teaching and learning and leads the team in regularly implementing new ideas for the benefit of children. The team demonstrates a good capacity for continuous improvement of practice.

### Quality of teaching, learning and assessment is good

The qualified staff provide a well-resourced learning environment for children. There is a good balance of planned and spontaneous play. For example, children use chalk to make large drawings on the paved area outside. Staff engage them in drawing themselves and peers. They effectively promote children's imaginative play. For example, children participate in an outing to observe a building site. Then, they extend their learning to the pre-school, building with blocks. Children participate in a range of themed projects and learn through play. For example, they create party invitations, try on shoes and learn about clocks as they explore the story of the week. Staff regularly share children's learning journals with parents and complete the progress check for children aged between two and three years in partnership with them. Children benefit from staff's ever-evolving teaching. Therefore, they are excited, interested and develop at a good pace.

### Personal development, behaviour and welfare are good

Staff actively engage parents in children's care. Settling-in sessions, routines and meals are carefully planned to meet children's needs. Children are happy and settle quickly. They form strong bonds with staff and peers. Staff work with parents to support children's emotional development. They celebrate children's achievements with praise. This effectively boosts their confidence and encourages further positive behaviour. Children learn to keep themselves safe during play and help staff during daily routines, such as tidying up. They learn to be independent, voice their needs and follow instructions. For example, they learn to master control of scissors and how to handle them safely. Children learn to respect rules and boundaries. They behave very well.

### Outcomes for children are good

Staff promptly start evaluative observations of children's skills and preferences. They involve parents in children's ongoing assessments and planning, and children have continuous support. The qualified manager and staff closely track children's achievements. Through their efficient planning for activities, they astutely narrow gaps in children's progress. Children who speak English as an additional language swiftly learn English and explore their home language during play. Staff's utmost priority is to ensure that children are ready and confident across all areas of learning when they move on to school.

## Setting details

<b>Unique reference number</b>	148126
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874929
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Marta Helena Dowling
<b>Date of previous inspection</b>	27 April 2011
<b>Telephone number</b>	07944570603

Parkway Pre-School was registered in 2000. The pre-school employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm. The pre-school offers an optional lunch club from 12.15pm to 1pm. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

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