

# Parkview Lodge Preschool

Senior Street, London, W2 5TL



## Inspection date

14 April 2016

Previous inspection date

8 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Children are happy and settled in a welcoming environment with familiar routines, which helps them gain a strong sense of belonging. They form strong attachments with a passionate team who know them well.
- The manager and staff work well together to provide a well-organised, inclusive pre-school. There is strong partnership working with parents and other professionals to help staff ensure all children make good progress from their starting points.
- The manager and staff have worked tirelessly to address recommendations raised at the previous inspection. The manager has supported staff well to improve the consistency and quality of teaching and planning throughout the pre-school.
- Staff use effective systems to assess children's progress. The manager monitors this, and specific groups of children, to enable staff to take prompt action to reduce any gaps in children's learning. This has been particularly effective in supporting children with special educational needs.

### It is not yet outstanding because:

- Staff do not use all opportunities to help children complete simple tasks and encourage them to solve problems to build on their sense of responsibility and independence.
- The manager and staff do not gain as much information as possible from parents about children's development when they first start, to influence their initial planning.

## What the setting needs to do to improve further

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

- help older children gain greater independence skills and increase opportunities for children to solve problems as they prepare for their move to school
- gain further information from parents about children's learning and development when they first start at the setting to influence initial planning of appropriate experiences.

### Inspection activities

- The inspector observed the quality of teaching and interactions as children played inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector spoke with children, staff and the manager at convenient times during the inspection.
- The inspector sampled a range of documentation, including children's assessment records, the self-evaluation, and staff suitability arrangements.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures staff deploy themselves effectively to support children's play. They are vigilant and assess risk well, for example, when they visit the local park. The manager and staff update their safeguarding knowledge regularly and understand procedures to protect children from harm. Recruitment, vetting and induction arrangements for new staff are robust. The manager uses effective systems to monitor staff's suitability, training needs and better ways of working. The manager and staff make good use of self-evaluation to improve practice, for example, using targeted action plans to improve the outdoor environment.

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

Staff make detailed observations and use them well to plan a broad range of experiences, which support children's interests and next steps effectively. Staff routinely share this information, including ideas of how to support children's learning at home, with parents. Children are motivated to learn. In particular, they thoroughly enjoy developing their creative and role-play skills. Staff use their training very well to support children's communication and language skills. For example, as children mould the clay, staff question them effectively to help them create adventures for their sculpted rabbits. Children have good opportunities to be physically active. For example, they create challenges for themselves, such as jumping with two feet from the soft-play shapes, assessing risk for themselves. Children show curiosity about nature; for example, they quickly find magnifying glasses to explore the woodlouse they discover.

### Personal development, behaviour and welfare are good

Staff provide an abundant range of high-quality toys and resources which are in easy reach for children to make choices about their play. For example, children keenly extend their creative play deciding which materials to use in their designs from the 'magic box'. Staff have good knowledge of the children and meet their individual care needs effectively, helping them learn healthy and safe practices. For example, in their role play, children understand the importance of wearing seat belts in an aeroplane and talk about the places they have visited, showing an interest in the lives of others. They provide effective support for children to learn good personal and social skills and are consistent in promoting positive behaviour.

### Outcomes for children are good

Children develop good skills in preparation for their future learning and eventual move to school. They confidently explore early writing skills, identify shapes and use language well to describe and compare their size. Children build positive relationships; for example, older children are patient with the younger ones and include them in their role play.

## Setting details

<b>Unique reference number</b>	EY440491
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1027949
<b>Type of provision</b>	Full-time 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 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Parkview Lodge Pre-School
<b>Date of previous inspection</b>	8 January 2013
<b>Telephone number</b>	020728986714

Parkview Lodge Preschool re-registered in 2012, due to change of management. The pre-school has been in operation since 1998 and is located in the City of Westminster. The pre-school is open Monday to Friday during term time only from 9am to 3.30pm. The pre-school is in receipt of funding for free early education for children aged two, three and four years. The pre-school employs a manager who holds an early years qualification at level 4. She is supported by five members of staff; all of whom, except one, hold early years qualifications at level 3.

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