

# Parade Community Preschool

Kipling Road, Portsmouth, PO2 9NJ



## Inspection date

28 February 2017

Previous inspection date

18 March 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff demonstrate a dedicated drive to improve the outcomes for children. They reflect accurately on the quality of service they provide and have worked tirelessly to address the previous inspection actions to raise standards.
- The well-qualified staff team plans exciting activities and experiences based on children's individual interests and learning needs. Children make good progress in their learning and build on what they already know and can do when they start.
- Staff have an expert knowledge of the children in their care and go to considerable lengths to ensure they meet their individual needs well. They place an exceptionally high priority on supporting children's emotional well-being and promoting their self-esteem. Children are happy, self-assured and their behaviour is exemplary.
- Partnerships with parents are well established and highly effective. Staff keep parents informed of their children's ongoing learning and progress. They provide parents with ideas and resources so they can support children's continued achievements at home.

### It is not yet outstanding because:

- Staff sometimes interrupt children's exploration and play by calling them away to group tasks.
- Occasionally, staff miss opportunities to build on older children's interest in reading. For example, they did not encourage children to read the recipe during a baking activity.

## What the setting needs to do to improve further

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

- enhance children's learning by giving them uninterrupted time to play and explore
- create more opportunities for children to read for a purpose to extend their early literacy skills.

### Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at samples of children's assessment folders and records, and discussed these with staff.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection and held a meeting with the manager.
- The inspector conducted a joint observation with the manager.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff are extremely vigilant and have a good knowledge of what to do if they have a concern about the welfare of a child. She deploys staff effectively according to their qualifications and expertise. The manager completes robust checks for all staff and the committee to ensure their suitability to work with children. The manager is very effective in supporting staff to raise the quality of teaching. For example, following training staff reviewed their focus on boys' engagement in literacy by introducing vehicles in messy play materials to help them to enjoy early mark making. The manager and staff work with a wide number of professionals to create a consistent approach to supporting children's continued progress. The manager and staff closely analyse the progress made by individual and groups of children. They use their findings to focus and tailor their teaching to meet each child's learning needs.

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

Staff play alongside children and skilfully adapt activities to enhance children's experiences and keep them engaged in learning. They use a good range of strategies to encourage children's communication and language skills. Staff listen to what children are saying and ask clear questions to encourage children to expand upon what they have to say. Staff use mathematical language when playing alongside children. For example, they helped children count, discuss quantities and make predictions as they considered how many cups of flour they needed to make dough. Staff encourage children to share their ideas, listen to others and work together to solve problems.

### Personal development, behaviour and welfare are outstanding

Staff provide a highly inclusive environment for all the families who attend. They encourage a culture where all children are encouraged to work with each other and for them to know that their ideas matter. For example, children use plastic tokens to vote for which book they should read at story time. Staff help children gain an excellent understanding of healthy lifestyles. For example, they enjoy plenty of exercise as they take part in a programme of sports activities. Staff work very effectively with the local children's centre on initiatives, such as healthy eating to support children's good health.

### Outcomes for children are good

All children, including children who speak English as an additional language, children who have special educational needs and/or disabilities and children in receipt of additional funding, make good progress in relation to their starting points. They are independent learners who concentrate and persevere at activities. Children develop good listening skills. They have an exceptionally positive attitude to learning that helps to prepare them very well for their move to school.

## Setting details

<b>Unique reference number</b>	143510
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1081845
<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 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	The Parade Community Pre-School Committee
<b>Registered person unique reference number</b>	RP904842
<b>Date of previous inspection</b>	18 March 2016
<b>Telephone number</b>	02392 651231

Parade Community Preschool registered in 2000. It is based in Hilsea, Portsmouth. The pre-school is open Monday to Friday from 8.30am to 4pm, during school term time. The provider receives funding to provide free early education for children aged two, three and four years and offers early years pupil premium funding. There are nine members of staff who all hold relevant early years qualifications to at least level 3. The manager has early years professional status.

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