

Priory Parkside Pre-school

Kingsland Campus, Parkside Drive, Houghton Regis, Bedfordshire, LU5 5PY



Inspection date

13 June 2017

Previous inspection date

22 November 2016

	This inspection:	Good	2
The quality and standards of the early years provision			
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has worked extremely well with other professionals to ensure that staff consistently maintain high standards for children's development.
- Strong teaching means that children learn early skills. They begin to communicate their thoughts and ideas independently, and to listen to each other attentively.
- Each child has a key person who checks the child's progress carefully to gain a clear knowledge of the child's needs. Children are confident learners.
- Children choose from a range of resources, indoors and outdoors. They become engrossed in both practical and creative activities.
- Staff are deeply caring and patient with children, and they forge positive relationships with them. Children learn to be cooperative and tolerant with each other.
- Staff use activities to support children's physical development. Children are encouraged to take risks and to assess levels of safety for themselves.
- Parents are involved at every stage in assessing their child's progress, so that they gain an understanding of how well their child is doing and how to help them at home.

It is not yet outstanding because:

- Staff have not fully considered ways to develop children's understanding of what contributes to good health.

What the setting needs to do to improve further

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

- help children to understand why they need a healthy and varied diet.

Inspection activities

- The inspector observed activities in the indoor playroom and the outdoor learning environment. She conducted a joint observation with the manager.
- The inspector held meetings and discussions with the provider and deputy manager of the pre-school. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the pre-school, self-evaluation and a range of other documentation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Liz Kissane

Inspection findings

Effectiveness of the leadership and management is good

Children respond readily to a welcoming, stimulating and well-organised environment. They engage in activities across all areas of learning. Since the last inspection, the manager has worked with early years professionals and has successfully established robust assessment methods. All staff are now trained to use assessments effectively. The manager regularly monitors and reviews how well assessment informs each child's next steps in learning. As a result, planning and teaching practices are a strength. Parents are pleased with their children's progress and the care they receive. Safeguarding is effective. All staff know and understand safeguarding procedures, which they follow closely to promote children's welfare and safety. They are alert for signs that children may be at risk and know how to report any concerns.

Quality of teaching, learning and assessment is good

Staff develop children's communication and language skills well. Staff know children's abilities and whether they need to correct, repeat or extend children's language. Staff teach children how to listen to the sounds of words and how to use different words in sentences. Children act out stories and rhymes to improve their understanding. They count objects and explore spaces and shapes to develop their mathematical skills. Young children confidently handle objects of different sizes, shapes and textures, using mirrors to explore their detail. Older children work out how much more or less sand they need to make uniform towers for their sand castle. Staff know children well and adjust learning to suit their different needs. All children make good progress.

Personal development, behaviour and welfare are good

Staff play with children. They sing and dance together with animation as a story is told. All staff speak gently and with consideration. They have positive attitudes which help children to feel emotionally secure. They know when to assist children and when to let them try to do things for themselves. From a very young age, children learn to choose for themselves and to explore their choices. They feel valued in the way they are treated. In return, children's behaviour is good and they are keen learners.

Outcomes for children are good

Children are well prepared for school. They develop early mathematical and literacy skills. They gain an understanding and enjoyment of books and develop small-muscle control which helps them to learn early mark making and writing skills. Children sustain concentration on tasks and become confident learners.

Setting details

Unique reference number	EY460706
Local authority	Central Bedfordshire
Inspection number	1079287
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	16
Name of registered person	Sarah Jayne Wilkinson
Registered person unique reference number	RP515778
Date of previous inspection	22 November 2016
Telephone number	07972702753

Priory Parkside Pre-school is located in Kingsland Campus in the Parkside area of Houghton Regis in Bedfordshire. The pre-school registered in 2013 and opens during school term time only. Sessions are from 9.30am until 2.30pm on Tuesday, Wednesday and Thursday, and 9.30am until 12.30pm on Monday and Friday. The pre-school provides funded early education two-, three- and four-year-old children. All staff hold professional early years qualifications at level 3 or above, including one who holds qualified teacher status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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