

Parkside Pre-school in Association with YMCA Reading

Reading YMCA, 34 Parkside Road, Reading, Berkshire, RG30 2DD



Inspection date

Previous inspection date

17 April 2018

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The well-qualified staff team has a good understanding of how children learn. Staff create flexible plans to meet children's individual needs and follow their interests well. All children make good progress given their starting points.
- Staff offer children lots of opportunities to interact with each other. Children make close friendships with other children and overall develop good social skills.
- Staff offer plenty of opportunities for children to develop their early literacy skills well. For example, children begin to practise writing their names and drawing shapes.
- The manager is supportive and supervises staff well. She accesses lots of support from other professionals. The manager uses local training effectively to help to raise the outcomes for children, particularly those who have any gaps in their learning.
- Partnerships with parents, other professionals and settings are strong. Staff share plenty of information to offer consistency in children's development.

It is not yet outstanding because:

- Staff do not make the best use of opportunities to encourage children to discover and celebrate the similarities and differences between each other to further develop their awareness of diversity.
- Staff sometimes miss opportunities to encourage children to understand fully the consequences of their behaviour and resolve their minor conflicts even more maturely.

What the setting needs to do to improve further

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

- extend children's knowledge and understanding of the similarities and differences between themselves and others to further develop their awareness of diversity
- strengthen children's opportunities to fully understand the consequences of their actions and behaviour more maturely.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations for the children and staff. She supports staff's professional development well and makes good use of all opportunities to help to raise children's development in all areas. The manager invites views and suggestions from everyone involved in the pre-school, including parents, children and other professionals. Self-evaluation is good and identifies relevant areas to improve. For example, staff have developed the outside area to allow children to play outside in all weathers. Safeguarding is effective. All staff have a thorough understanding of how to keep children safe. They know whom to contact if there is a concern about a child's safety or welfare.

Quality of teaching, learning and assessment is good

Staff work closely with parents when children join to gather plenty of information about what they can do. They use this information successfully to identify children's starting points and start planning to support their learning effectively. For example, staff give children's communication and language development a strong priority. They often use sign language during the daily routines to aid children's communication skills and sing many songs to help to increase children's vocabulary. Staff offer strong support to children who are learning English as an additional language to help raise their progress. Children are confident communicators and use lots of language in their play. They socialise well in play. For instance, they take part in lots of role play with each other, acting out roles of people in the emergency services. Children enjoy working together to pretend to fight crime and put out imaginary fires.

Personal development, behaviour and welfare are good

Staff form close relationships with the children and their families and know their needs thoroughly. Overall, they support children's emotional development well. For example, they make good use of everyday opportunities to promote their understanding of a wide range of feelings. Children learn how to recognise these feelings in themselves and each other. Staff foster children's independence well. Children learn to manage their own personal care needs effectively and make plenty of choices in their play. Children learn how to lead healthy lifestyles. For example, they enjoy a variety of nutritious snacks. Children benefit from plenty of fresh air and exercise. They develop their physical skills. For instance, they balance on beams, dance to music and learn good ball skills.

Outcomes for children are good

All children, including those in receipt of funding, are working comfortably within the range of development typical for their age. They are well prepared for their eventual move to school. Young children begin to learn to count through number songs and older children recognise numbers up to 10. Children, particularly boys, show a keen interest in stories and recall events in familiar tales.

Setting details

Unique reference number	EY490519
Local authority	Reading
Inspection number	1043537
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	26
Name of registered person	Reading YMCA
Registered person unique reference number	RP902602
Date of previous inspection	Not applicable
Telephone number	0118 9519973

Parkside Pre-school in Association with YMCA Reading registered in 2016 and is located at the YMCA building in Reading. It operates from Monday to Friday and offers sessions from 8.45am to 3.30pm. There are four members of staff, three of whom have an early years qualification at level 3 and one has qualified teacher status.

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