

# Parkview Lodge Preschool

Senior Street, London W2 5TL



<b>Inspection date</b>	20 November 2018
Previous inspection date	14 April 2016

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

### The provision is good

- The manager and staff are well qualified, experienced and very caring. They create a nurturing, positive and welcoming environment where children feel happy, secure and valued. Children build trusting bonds with staff and make strong early friendships, developing their good social skills.
- Staff plan an engaging and varied environment and support children's learning well. Children enthusiastically play, explore and discover, indoors and outdoors. They are inquisitive and curious about the world around them and make good progress from their starting points in learning.
- Staff work well with parents to help to engage them in their children's learning. Parents regularly access children's detailed development files and are given ideas to support further learning at home. Parents greatly appreciate the individual support they receive.
- The manager regularly evaluates the effectiveness of the pre-school. She looks for any differences in the learning of groups of children, such as boys and girls and makes positive changes that help all children to make good progress.

### It is not yet outstanding because:

- The manager does not monitor staff performance rigorously and set precise targets for their further development to help to raise staff practice to the highest level.
- Occasionally, staff do make the most of opportunities during their interactions with children to offer further challenge to help to extend their good learning even further.

## What the setting needs to do to improve further

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

- offer further support for the professional development of staff to help to raise the level of practice to an outstanding level
- make the most of all opportunities that arise to offer further challenge and fully extend children's learning.

### Inspection activities

- The inspector observed teaching practices and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

**Inspector**  
Ben Parsons

## Inspection findings

### Effectiveness of leadership and management is good

The manager works closely with her enthusiastic staff to evaluate the effectiveness of the pre-school and make improvements. They have recently focused on the way they plan for children's learning and staff now meet regularly to discuss each child's interests and development. Overall, the manager supports staff well to continue to develop their childcare knowledge and skills. Staff benefit from regular training opportunities and team meetings. After recent training, they have developed their understanding of children's individual learning styles and how to support these through different activities and play opportunities. Safeguarding is effective. All staff attend safeguarding training and have a thorough, up-to-date understanding of how to deal with any child protection concerns.

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

Staff know the children well and maintain precise and accurate assessments of their development. They successfully plan a stimulating environment that supports children's current interests and developmental next steps. For example, children enthusiastically explore clay and use a range of tools to mould it and create new shapes. Staff encourage children's ideas well and children confidently describe their creations and talk about how the clay feels. Staff show a genuine interest in children's play and encourage plenty of conversation. They support children's early literacy skills particularly well. For example, children excitedly search for their name cards and confidently recognise the names of their friends, as well as their own.

### Personal development, behaviour and welfare are good

Staff are very positive role models and children learn to behave well. They develop a good understanding of emotions and how their actions can affect others. For example, children enthusiastically praise the artwork of their friends and consistently consider their feelings. Children use their strong social skills to help to build enjoyable friendships and actively include others in their play. They happily listen to each other's ideas as they develop their imaginary play together, such as choosing who will play the different characters from some of their favourite stories. Children enjoy regular exercise in the well-resourced garden and are physically active.

### Outcomes for children are good

Children eagerly take part in a wide range of activities and experiences and quickly gain the skills they need for their future learning. They communicate confidently and enjoy sharing their ideas, interests and expressing their views. Children count well as they play and recognise shapes. They pay good attention to detail as they draw, paint and build and concentrate well. Children have a good understanding of technology, using electronic toys with confidence.

## Setting details

<b>Unique reference number</b>	EY440491
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10075045
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Parkview Lodge Pre-School
<b>Registered person unique reference number</b>	RP902608
<b>Date of previous inspection</b>	14 April 2016
<b>Telephone number</b>	02072 896 714

Parkview Lodge Preschool registered in 2012. It is open Monday to Friday, during term time only, from 8.45am to 3.30pm. The pre-school is in receipt of funding for free early education for children aged two, three and four years. There are six members of staff, five of whom hold early years qualifications at level 3 and above.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

