

# Parkgate Pre School

Brooklands Road, Parkgate, Neston, Cheshire CH64 6SW



<b>Inspection date</b>	29 March 2019
Previous inspection date	2 July 2015

<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

### This provision is good

- Support for children with special educational needs and/or disabilities (SEND) is very strong. The special educational needs coordinator works in highly effective partnerships with other settings that children attend and with other professionals supporting children.
- Staff are highly committed and passionate about providing quality early years experiences for all children. They have an in-depth understanding of the needs of children and families within the community.
- Partnerships with parents are strong. Parents are kept fully up to date with their children's progress, including how to support further learning at home.
- Children have good opportunities to play outdoors and relish their time exploring learning. Children delight as staff set up experiments and encourage children to find out which objects float or sink.
- The manager, staff and committee work together to reflect on practice to move the provision forward. They use feedback from parents and children to prioritise areas for improvement, to enhance outcomes for children further.
- The experienced staff team are well qualified and access a range of training to enhance their knowledge and skills.
- Staff do not always consider the impact of background noise on children's ability to take part in quieter activities.
- On occasions, some planned activities are not successful in capturing all children's interests or challenging younger children.

## What the setting needs to do to improve further

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

- consider the impact of background noise on children's participation and best engagement during activities
- review some group activities, offering more consistent differentiation and challenge for children of varying age and abilities.

### Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the pre-school manager.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

### Inspector

Alison Hobbs

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs of possible abuse and neglect. Leaders and staff share a clear understanding of the procedures to follow if they have concerns about a child's welfare or development. Staff are vigilant and follow robust procedures to maintain children's security at all times. For example, staff complete regular risk assessments to ensure the pre-school is safe and hazards are reduced. Staff encourage older children to recognise dangers and help keep the environment safe. For example, staff talk about safety as they check the garden with children before accessing the space. Leaders routinely track the progress of individuals and groups of children to identify gaps in learning and plan targeted support and interventions in a timely manner.

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

Staff model mathematical concepts and language well. For instance, they discuss numbers and size with children. They encourage children to count bubbles and estimate if they will be bigger or smaller. Children develop good physical skills. They balance and manoeuvre around an obstacle course as they learn how to climb, jump and stretch. Children relish opportunities to model and mould dough into shapes. This helps children to develop the small hand movements necessary for future learning and early writing skills. Staff skilfully question children and successfully challenge their thinking. For example, children confidently explore their ideas about volcanoes as they model and shape dough. Staff ask them to consider what they already know about the size and shape and introduce new vocabulary.

### Personal development, behaviour and welfare are good

Staff work with parents to gather information about children's interests and what they can already do, when they start at the pre-school. They use this information to help inform their initial assessments. Children's behaviour is good. Staff encourage children to do things for themselves and to persevere when they find tasks challenging. This helps children to develop resilience and a positive attitude to learning. Staff are good role models for children's behaviour and this is reflected in the way children respond to the clear rules and boundaries. Mealtimes are highly social occasions and staff encourage parents to provide healthy packed lunches. They use these times as an additional opportunity to help children to learn more about healthy lifestyles.

### Outcomes for children are good

All children, including those in receipt of additional funding and children with SEND, make good progress in their learning. Children are ready for their eventual move on to school. Children are curious and motivated to learn. They are curious about new people and keen to investigate new experiences. For instance, children confidently relish opportunities to talk with the inspector and share what they like about their pre-school. Children learn about the wider community, they benefit from regular outings in the local area and learn about the world around them.

## Setting details

<b>Unique reference number</b>	305236
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10062164
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Parkgate Pre School Committee
<b>Registered person unique reference number</b>	RP902003
<b>Date of previous inspection</b>	2 July 2015
<b>Telephone number</b>	0151 353 8168

Parkgate Pre School registered in 1993. The pre-school employs eight members of childcare staff. Of these, one member of staff has a level 2 qualification, four members have level 3 and two members hold qualified teacher status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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