

Inspection of Parkstone Pre-School

Riverside Community Centre, Parkstone Road, Hull HU6 7DE

Inspection date: 28 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily enjoy a range of stimulating activities that motivate them to learn and explore. For example, they enjoy mixing and creating 'snow dough'. They learn about 'full' and 'empty' and know the ingredients they need. Children talk with confidence and describe how 'mummy cooks eggs in oil'. Staff skilfully link this to talking about safety at home. Children know that oil is really hot, demonstrating their awareness of potential hazards. They are inquisitive and curious, and they ask questions about what items are made from. Staff clarify that plastic and wood make different sounds. This enables children to tap and explore the different sounds items make around them. Younger children are keen to explore and play with toy dinosaurs. This supports their imaginative play.

Children are happy and confident as they arrive at the pre-school. They know what is expected of them, including how many children are to play in an area at any one time. Children are polite and behave well. They display high levels of confidence. Children are creative as they paint and draw, and they proudly describe their artwork to others. For example, they say they have made a 'bear'. They talk to visitors and proudly show where they have written their name.

What does the early years setting do well and what does it need to do better?

- All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), are supported well. The manager and staff make good links with other agencies involved in the children's care and learning.
- Children show enthusiasm and concentrate well on their chosen activities. Staff plan a range of exciting activities for children to enjoy. They assess children's learning regularly and have a good understanding of their interests and next steps in their learning.
- Staff listen and interact well with the children, supporting their vocabulary as they play. For example, they make good use of repetition through naming objects on flash cards to help increase younger children's speech development.
- Staff provide a range of activities to support children's communication skills. For example, they read familiar stories using props and sing songs and rhymes. However, sometimes, staff over-direct children during activities and answer questions for them too quickly. This means children do not have enough time to think, respond and share their own ideas, to maximise the learning potential.
- Children acquire key skills well in readiness for the next stage in their learning. They count, recognise and match numerals on a tablet computer. Staff promote mathematical concepts well. For example, children count their friends at registration time.
- Staff establish good relationships with parents and keep them informed and

involved in their children's learning. For example, they routinely encourage parents to take home activities to support children's learning. Parents speak very highly of the team.

- The key-person system works well. Relationships between staff and children are strong. Staff are sensitive, stimulating and responsive to children's needs. Children learn to express their feelings effectively using signs, words and picture cards. This helps children to learn right from wrong.
- Children learn about healthy lifestyles. They follow good hygiene routines. Children enjoy following instructions to movements to music and also have daily opportunities to play outdoors.
- Qualified staff access regular training, for example in supporting children's literacy and communication skills. Staff help children to develop a love of books. Children create props and join in with repeated refrains of familiar stories well.
- The manager monitors the progress of individual children and groups of children. This ensures any gaps in learning are swiftly addressed. She uses funding effectively, such as sourcing experiences from within the local community. The managers and staff are committed to ensuring children and their families are well supported.
- The manager has a strong commitment to improve the pre-school and targets clear improvements. However, the management team has not fully embedded sharply focused evaluations of the staff's quality of teaching, to consistently deliver the highest quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff access training to keep their knowledge of child protection up to date. They understand their responsibilities to safeguard children and have a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. They know where to report any concerns they may have regarding children's safety and welfare. Staff are vigilant and are deployed well to make sure children play in a safe and secure environment. The management team uses robust recruitment procedures to make sure that staff are suitable.

What does the setting need to do to improve?

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

- increase opportunities for children to explore their own ideas, respond to questions, and concentrate and think, to help them go beyond what they already know
- build on the systems to evaluate and monitor teaching, to ensure the good practice currently achieved is consistently improved upon.

Setting details

Unique reference number	508215
Local authority	Kingston Upon Hull City Council
Inspection number	10106634
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	35
Number of children on roll	37
Name of registered person	Parkstone Pre-School Playgroup Committee
Registered person unique reference number	RP907787
Telephone number	01482 804312
Date of previous inspection	21 November 2014

Information about this early years setting

Parkstone Pre-School registered in 1983. It is run by a voluntary management committee and operates from two rooms within Riverside Community Centre, situated in the grounds of Parkstone Primary School in Hull. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, and two hold qualifications at level 5, including the manager. Opening hours are Monday, Tuesday, Wednesday and Friday from 9.15am to 2.15pm, and Thursday from 9.15am to 12.15pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with SEND.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the pre-school manager.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, staff's qualifications, policies and procedures, and the suitability checks of staff and committee members.
- The inspector carried out a joint observation with the manager. She discussed the self-evaluation and the impact this has on the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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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