

Inspection of Parkroyal Pre-school

Lyon Street, Macclesfield, Cheshire SK11 6QX

Inspection date: 8 March 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children receive a very warm welcome from staff as they arrive at pre-school. They are dropped off and collected from the friendly staff at the pre-school gate. This is in response to the COVID-19 pandemic, to help keep children safe. Children show that they feel safe in this pre-school, as they part from their parents with ease. They are happy and play well with their friends. Children enjoy exploring the indoor and outdoor environment to discover the different activities that staff have set up for them. Children have great fun playing on the large climbing equipment outside. This supports them to develop their balance and coordination skills. Children behave well in this pre-school. Staff have high expectations for children. This prepares children well for their next stage in learning.

Leaders identify some gaps in children's learning, due to the COVID-19 pandemic. Particularly, children's personal, social and emotional development. Staff offer good levels of emotional support to children. They provide them with lots of reassurance, praise and encouragement. Therefore, children settle well and develop their self-confidence. This helps to promptly close any gaps in children's learning. Children learn good hygiene practises, as they wash their hands throughout the day. This also helps to reduce the spread of infection.

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

- Leaders have a clear plan in place for what they want children to learn next. Staff know children very well. They plan opportunities that help children to build on prior learning. Children make good progress with their mathematical development. They learn about patterns, shapes and size through their play. However, staff do not always effectively plan group time sessions to meet the needs of the youngest children. Therefore, at times these children become distracted and lose focus.
- Staff support children's communication and language development well, using familiar stories and songs. They speak with expressive voices while reading to children. Staff encourage children to join in with the main events of the book. This supports children to learn new words and sentence structures. However, staff do not always give children enough chances to ask questions and clarify their understanding. For example, after staff have given instructions for planned activities.
- Children are kind to each other. They respond well to the calm environment that staff have created. Children are happy to share and take turns with each other. However, staff do not always support children to develop their independence skills at all times. For example, staff put on children's coats for them and hang these up after outdoor play. Therefore, children do not always develop a have a go attitude.

- Children learn about some of the ways that they can keep themselves healthy. They enjoy a nutritious snack of fruit and cereal. Children have ample opportunity to play outside. They get lots of fresh air and exercise. Children have more opportunity to be active inside as they enjoy moving to music. This helps to develop their large muscles and supports children's physical development.
- Children make choices in their play. They are encouraged to follow setting rules, such as walking inside. Staff support children to celebrate what makes them unique. They invite children to explore different cultures, faiths, and beliefs. Therefore, children learn about the world around them.
- Leaders support staff well. Staff have lots of opportunities to talk to leaders about their own well-being. This ensures staff can offer high levels of care to children. Leaders effectively identify staff training needs. Staff share good practice with each other to improve the learning experiences of children.
- Leaders have good relationships with other professionals. Staff support children with special educational needs and/or disabilities well. Therefore, all children are making good progress in this pre-school.
- Parents speak highly of the setting. They feel that staff support their children's development well. Parents comment that they feel their children have made progress in their learning because of attending this pre-school. They are happy with the communication they receive from staff. Parents feel confident to continue children's learning at home due, to the guidance staff provide them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of safeguarding. They are aware of the possible signs and symptoms of abuse. The designated safeguarding lead is aware of her role and responsibilities in keeping children safe. Staff understand how to correctly report concerns regarding the welfare of children. Leaders and staff are trained in paediatric first aid. They keep this training up to date. Staff carry out regular checks of the indoor and outdoor areas to ensure that it is free from hazards. There is an emergency evacuation procedure in place which is practised and understood by staff and children.

What does the setting need to do to improve?

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

- enhance group time to meet the individual needs of all children, particularly the youngest of children
- encourage children to develop their independence skills further, throughout all times of the day
- provide children with more chances to ask questions and test out their

understanding.

Setting details

Unique reference number	304964
Local authority	Cheshire East
Inspection number	10129236
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	60
Name of registered person	Parkroyal Pre-School Committee
Registered person unique reference number	RP904763
Telephone number	07449 311825
Date of previous inspection	15 June 2016

Information about this early years setting

Parkroyal Pre-school registered in 1982. The pre-school operates from within Parkroyal Community School in Macclesfield, Cheshire. It is open during school term times only. The setting opens Monday to Friday from 8.45am to 11.45am and 12.20pm to 15.20pm. There are 10 members of staff, including the manager who work directly with the children. One member of staff has qualified teacher status, seven staff hold early years qualifications at level 3 and above, and one member of staff holds an early years degree. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs or disability and children who speak English as an additional language.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager and inspector discussed how the curriculum was being implemented and the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022