

# Inspection of Parade Community Preschool

Doyle Avenue, PORTSMOUTH PO2 9NE

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Inspection date: 19 May 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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 benefit from meaningful learning opportunities. They demonstrate they feel safe and secure in the inclusive pre-school. They confidently make choices about where and what they would like to play with inside and out. At times, children with special educational needs and/or disabilities (SEND) require encouragement to find activities of choice. Those children are encouraged by proactive staff and engage positively.

Children value and respect each other and their environment. They respond to rules and boundaries. Children and staff work together to tidy the environment and prepare for their next activities. Children thrive when given responsibilities to help maintain their environment.

Staff have high expectations for all children. A large number of children attending speak English as an additional language, receive additional funding and have SEND. They are fully supported to make good progress by professionals working together in the pre-school and externally. Children are confident to share their favourite activities and talk positively about previous learning experiences, such as planting vegetables. Children talk about how the seeds like to be warm, which is why they need to cover them.

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

- Leaders coach and guide staff to support high-quality practice. Staff speak positively of the support, particularly in relation to their professional development and the impact this has on the education children receive. For example, a number of staff have advanced training to support children with SEND.
- Leaders and staff implement a curriculum that supports and challenges all children to develop at a good rate which is unique to them. They use assessment well to monitor children's progress. They identify gaps and take action to close them.
- Staff know the children well and have the skills to adapt activities in the moment. For example, children eagerly explore messy play foam. Some children explore the texture in their hands while others are encouraged to form recognisable letters.
- Children's communication and language are supported well. Staff use individual techniques to help all children to communicate their needs and wishes and understand those of others. They use signing alongside the spoken word to support effective communication. Staff work closely with other professionals to break down language barriers for those children who speak English as an additional language and require translation.

- Children are supported to understand how to keep themselves healthy. They excitedly take part in their daily music-and-movement session. They sing along to the catchy rhymes while following the actions. Staff also promote positive discussions on healthy food choices at mealtimes. This helps to embed the importance of living a healthy lifestyle.
- Staff promote children's independence skills effectively and encourage them to take safe risks during their play. For example, children demonstrate a can-do attitude when using a tyre swing and navigating their way up and over climbing apparatus. They receive praise from staff for their efforts, which helps to motivate them and builds their self-confidence in their own abilities.
- Children behave well. However, when conflicts do arise, staff are sometimes too quick to intervene. This prevents children from developing the skills to manage their own behaviour and work through conflicts with others.
- Children happily follow the routine of the day and manage the structure well. However, during some parts of the day, there are unnecessary interruptions to play, which hinders continuation of learning.
- Parents speak highly of the support they and their children receive from the pre-school, particularly those children with SEND. They comment that the pre-school goes above and beyond to work with other professionals to support their children's needs. However, some parents comment that they do not receive much detail during handovers and would welcome this to be reviewed. For example, at collection time, there is limited opportunity for children's key persons to handover to parents.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their role to safeguard children. They successfully work in partnership with other professionals to share information to ensure children's safety. Staff are knowledgeable about the signs and symptoms that a child may be at risk of harm. They are clear about the procedures they must follow, internally and externally, to report any concerns to concerns about children or colleagues. Leaders keep staff updated with local safeguarding information during weekly staff meetings. Robust risk assessments are in place. For example, staff are deployed well to supervise children at all times.

## **What does the setting need to do to improve?**

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

- review the organisation of the day to prevent any unnecessary interruptions to learning and to enable the most effective dialog between key persons and parents at drop-off and collection times
- consider ways to enhance how children are supported to manage conflicts

between themselves.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 143510  |
| <b>Local authority</b>                             | Portsmouth  |
| <b>Inspection number</b>                           | 10228031  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 60  |
| <b>Number of children on roll</b>                  | 90  |
| <b>Name of registered person</b>                   | The Parade Community Pre-School Committee   |
| <b>Registered person unique reference number</b>   | RP904842  |
| <b>Telephone number</b>                            | 02392 651231  |
| <b>Date of previous inspection</b>                 | 28 February 2017  |

## Information about this early years setting

Parade Community Preschool registered in 2000 and is based in Hilsea, Portsmouth. The pre-school employs 12 members of staff, all of whom hold relevant early years qualifications to at least level 3. The manager has early years professional status. The pre-school is open from Monday to Friday during school term time. Sessions are from 8.30am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children and those who receive early years pupil premium.

## Information about this inspection

### Inspector

Hayley Doncom

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The inspector and the manager had a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including safeguarding documentation and policies and procedures.
- A leadership meeting was held with the inspector, manager and deputy manager.

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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