

Inspection of Parkside Pre-school in Association with YMCA Reading

Reading YMCA, 34 Parkside Road, READING, Berkshire RG30 2DD

Inspection date: 26 April 2023

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 settle easily on arrival. They are welcomed warmly by the caring and kind staff, who form positive relationships with them. This helps children to feel safe and secure. Staff support new children sensitively, which enables them to quickly understand the expectations and routines. Children gain good independence and self-help skills. They know how to care for their belongings, such as putting their water bottles away. Children learn to take off and put on their shoes, boots and coats by themselves.

Children confidently move between the two playrooms and make their own choices of activities. They engage with enthusiasm in their learning, such as using magnifying glasses to find and identify insects outside. Children develop their concentration skills effectively. For example, they focus well when singing action songs. They receive very effective support for their language development, including their listening skills. Children follow instructions and recall familiar songs and stories very well, such as 'Jack and the Beanstalk'.

Staff have high expectations of all children. They have an in-depth knowledge of each individual child's needs and how to support them. Children, overall, benefit from effective learning experiences and interactions. These positively promote their readiness for the next stage of learning. In particular, children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language make rapid progress from their starting points.

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

- Staff monitor children's progress closely and quickly identify and address any gaps. They implement individual support plans and use effective strategies to successfully promote children's progress. For example, staff provide 'bucket time' activities to target children's progress. Staff use visual prompts to communicate and support children's understanding of routines and expectations. This also supports children who speak English as an additional language effectively. Additional funding is thoughtfully used to promote children's specific development needs. Staff form strong partnerships with other professionals and follow their advice to support children's needs.
- Children develop very good social skills. They make friends and demonstrate that they really enjoy their time at the pre-school. Children behave well and understand the expectations for their behaviour. Staff provide very positive role models to children in how they behave. For instance, staff consistently behave in a calm way and use polite manners when interacting with children. This is then reflected in how children behave, such as saying 'please' and 'thank you' at snack time without being prompted.

- The well-designed curriculum is based on staff's secure knowledge of the children's needs and their backgrounds. This supports children's learning effectively over time. Staff successfully implement the main learning intentions.
- Staff engage with children with interest and become involved in their play and activities. However, not all staff consider ways to challenge children's thinking and problem-solving skills. For instance, at times, staff step in too quickly to offer solutions. In addition, sometimes, not enough consideration is given to promoting children's own ideas and creativity, such as during art activities.
- Staff form very strong partnerships with parents. They work closely with all parents, offering additional support to families when needed. Staff provide ongoing information to parents to help them continue children's learning at home. Parents' feedback is highly complimentary about the support they and their children receive. They highlight the effective progress their children have made since attending, including in their speech and language, confidence and social skills. Staff make good links with schools to help children transition successfully.
- Children learn about their own and other people's backgrounds through different activities and resources. For example, children celebrate different cultural and religious festivals, such as learning traditional dances. Staff provide resources that value children's uniqueness, including books in the languages children hear and speak at home.
- Staff enjoy their work and work harmoniously as a team. They feel well supported, both professionally and in their well-being. Staff have regular individual and staff meetings to discuss and monitor their work. They benefit from ongoing professional development opportunities to help build on their skills and practice. Staff use their new knowledge to enhance children's learning experiences. For example, they teach children new vocabulary to widen their understanding and use of descriptive words.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and other staff understand their roles and responsibilities to protect children's welfare securely. They know how to recognise and manage any concerns that may arise about children or other staff. Staff recruitment processes are robust and there are regular reviews of staff's ongoing suitability to work with children. Risk assessments are implemented consistently. Some of these were recently reviewed and updated, following an incident, to ensure that they were robust. Staff supervise children closely and are vigilant in promoting their safety. For example, they check the garden before children use it and keep the gate locked.

What does the setting need to do to improve?

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

- build on staff's knowledge and skills to help them challenge children's learning more, in particular to promote their problem-solving skills, to extend their progress even further
- provide more opportunities for children to use their own ideas and create their own designs, such as during artwork activities.

Setting details

Unique reference number	EY490519
Local authority	Reading
Inspection number	10284027
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 at time of inspection	2 to 4
Total number of places	36
Number of children on roll	21
Name of registered person	Reading YMCA
Registered person unique reference number	RP902602
Telephone number	0118 9519973
Date of previous inspection	17 April 2018

Information about this early years setting

Parkside Pre-school in association with YMCA Reading registered in 2016. The pre-school is located at the YMCA building in Reading, Berkshire. It is open term time only, Monday to Friday, offering sessions from 8.45am to 11.45am and from 1pm to 3.30pm. There are four members of staff employed to work with the children. Of these, one staff member has qualified teacher status and three have relevant early years qualifications at level 3. There is also a level 3 qualified bank staff member who regularly works in the pre-school when needed. The provider receives funding to provide free early years education to children aged two, three and four.

Information about this inspection

Inspector
Sheena Bankier

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 pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Discussions and meetings were held with the manager and staff at appropriate times during the inspection.
- Children chatted and engaged with the inspector and talked about the activities they enjoy.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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