

Inspection of Parkwall Pre-School

Earlstone Crescent, BRISTOL BS30 8AA

Inspection date: 31 January 2024

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

Staff are friendly, kind and welcoming. They greet children at the door and help them to settle quickly as they separate from their parents. Staff provide children with a safe and interesting environment to spark their curiosity and interest in learning. Staff use the information that they know about children to build on their experiences and to provide opportunities for children to learn. The manager and staff place a high focus on helping children to learn to be confident and independent, so that they are ready for the next stage of their learning. Staff spend a lot of time playing alongside children, they join in with their games and show interest in what children like to do.

Children form good friendships with their peers. Older children enjoy playing imaginatively together as they pretend to feed the dolls and they giggle together as they chase each other around the garden. Staff support the younger children to focus, as they attempt to do puzzles and older children learn about oral hygiene as they practise using tooth brushes to learn how to brush teeth. Staff set clear and consistent boundaries so that children know what is expected of them, children confidently talk about keeping themselves safe, and being kind to each other. Children follow the routines and help tidy up when they have finished playing.

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

- Partnerships with parents are strong and well established. The manager and staff work closely with parents and carers to ensure that children and their families are well supported. The manager provides parents with information about local services where they can access guidance and support. Parents speak highly of the manager and staff, they say that their children are happy and enjoy their time at pre-school.
- The manager and staff provide good support for children who have special educational needs and/or disabilities (SEND). Staff take part in focussed training, to help them to understand children's needs. They put plans in place to ensure that children have more targeted support. The manager ensures that additional funding is used well for the children it is intended for.
- The manager and staff follow good procedures to monitor children's progress, they use this information well to plan for children's individual needs. Staff use their knowledge of how children learn to engage them in play, and their interactions with children are good. However, at times staff do not recognise that some of the quieter children do not get the same experiences as the more confident children, as they are not as eager to join in.
- Staff recognise that due to COVID-19 some children have delays with their language and communication skills. The manager and staff prioritise supporting children to develop their communication and language, they share stories, model

language, and use familiar songs to help children to join in. Staff make referrals to professionals to access help for children who need more targeted support with developing their language.

- Children have lots of opportunities to develop their physical skills and they benefit from lots of fresh air and exercise. Children develop confidence in climbing, balancing and taking risks in their play whilst under the close supervision of staff. For instance, staff support children to learn to use equipment, and they hold hands with children to help them to balance on the tyres. Children enjoy using the scooters and bicycles to race around the garden.
- Staff help all children to feel valued and part of the pre-school, they recognise how some children may struggle to settle if they speak English as an additional language. Staff gather information about children's culture, language and they learn some key words to help children to settle and to celebrate their individuality. However, they do not consider how they can organise group times more effectively so that all children are able to participate and be involved.
- The manager and staff have a good understanding of their responsibilities to keep children safe. They have good procedures in place to monitor children's well-being and they know how to report any concerns that they have about children's safety.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide more support for the quieter less confident to take part and be engaged in the activities on offer, to build their confidence and to develop relationships with their peers
- improve the organisation of group activities to ensure that children receive the appropriate levels of challenge to help them to focus and to be engaged.

Setting details

Unique reference number	EY498921
Local authority	South Gloucestershire
Inspection number	10312165
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	40
Number of children on roll	41
Name of registered person	Parkwall Pre-School Ltd
Registered person unique reference number	RP535220
Telephone number	01179677744
Date of previous inspection	23 April 2018

Information about this early years setting

Parkwall Pre-School registered in 2016. It is situated in the Cadbury Heath area of South Gloucestershire. The pre-school is open each weekday from 9am to 4pm, term time only. It employs 8 members of staff. Of these, one holds an early years qualification at level 4, and five members of staff hold qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

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 staff, parents and children at appropriate times during the inspection and took account of their views.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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