

# Inspection of Park Road Under Fives

Park Road Methodist Church, Upper Park Road, ST. LEONARDS-ON-SEA, East  
Sussex TN37 6SJ

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Inspection date: 10 September 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly and are happy in this welcoming and nurturing setting. Children have positive relationships with the staff and with their key person. This helps them to feel safe and secure. They often go to staff for comfort or a cuddle. Staff have high expectations of behaviour and consistently remind children of the boundaries, such as not running inside. Children respond positively, demonstrating respect for the staff. They follow established routines, such as washing hands before eating and helping to tidy up.

Staff encourage children to share and take turns. For example, children happily take turns to catch the ball. Children learn to listen and to follow instructions. They have great fun playing a 'follow the action' game with staff. Children show an understanding of how to keep safe, voluntarily mopping up water to avoid slips.

Staff create a curriculum that builds on the existing skills and knowledge of all children, including those with special educational needs and/or disabilities. Staff use the interests of children as a foundation for curriculum planning. For example, children enjoy puzzles. They learn to complete a familiar alphabet puzzle and make the sound of some letters. The planned activities engage the interest of the children and this helps their concentration and positive attitudes to learning.

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

- Parents speak very highly of the setting. Staff support parents to help children's learning at home. They provide parents with information to help with potty training. Parents value the bags of books and games they can take home to share with their children to further support their learning. Staff support parents to provide a healthy lunch box for their children, such as by giving them leaflets with examples.
- Staff use their observations, alongside information provided by parents and children, to plan an ambitious curriculum. Additional funding is used effectively and this helps children to make good progress.
- Children enjoy books. Staff support this interest, taking the children to the library for reading and music sessions and encouraging them to borrow books to read at home. In the setting, children curl up on the cushions to share a book with a friend or with staff. Staff use the puppet characters to help to re-tell familiar and well-loved stories. This helps children to understand story language and how a story is sequenced.
- Outside, children decide the snails they find are a family because of their size. They use magnifying glasses to observe the snails, considerately sharing these with their friends. In the sand pit, children fill buckets to make sandcastles. Children show initiative in sorting shapes into squares and triangles. However,

staff do not always recognise when to build on children's interest in exploring mathematics to extend their learning even further.

- Staff develop the communication and language skills of the children. They extend their vocabulary to use words, such as 'delicious', and speak clearly to support correct pronunciation.
- Staff support the physical development of the children effectively. They visit the local park where children run and climb outside in the fresh air. Children use simple tools safely to create their dens. Children cheerfully sing songs with staff, as they use the rockers in the outside area.
- Staff identify, and provide effective support for children with special educational needs and/or disabilities. Where necessary, they seek the support of external professionals and act on their advice to support the learning and good progress of the children.
- Children who speak English as an additional language are supported effectively. In the setting, children see words in their home language alongside the English translation, and this helps to support their understanding of English. Parents share their cultural celebrations, such as Eid, with the children. This helps children to understand and respect different beliefs.
- Staff benefit from regular meetings with leaders to discuss their practice and training needs to further improve their skills and knowledge. The provider has positive interactions with other settings children attend, including schools, and this helps to ensure a consistency of learning and care.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the interests of children first.

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

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

- support staff to recognise when to build on children's interest in mathematics to extend their learning even further.

## Setting details

<b>Unique reference number</b>	109475
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10354916
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	49
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Park Road Under Fives Committee
<b>Registered person unique reference number</b>	RP517864
<b>Telephone number</b>	01424443030
<b>Date of previous inspection</b>	12 November 2018

## Information about this early years setting

Park Road Under Fives pre-school registered in 1985. It operates from a church hall situated in St Leonards, East Sussex. The pre-school is open from 8.30am to 3pm on each weekday during term time. The pre-school receives funding to provide free early education for children aged two-, three- and four years old. There are four members of staff. Of these, one holds a relevant qualification at level 6, one is qualified at level 3 and two hold qualifications at level 2.

## Information about this inspection

**Inspector**  
Jill Thewlis

## Inspection activities

- The manager took the inspector on a learning walk and explained the educational intent behind the activities provided.
- The inspector and the manager conducted a joint observation and discussed the learning that took place.
- The inspector observed the interactions between the staff and the children, both inside and out.
- At suitable times during the day, the inspector spoke to staff, parents and children. Their views were taken into consideration in the evaluation of the setting.
- The inspector discussed with the manager and staff their understanding of their responsibilities to keep children safe at all times, and viewed documents relating to 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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