

Parkwood Pre-School

Inspection report for early years provision

Unique reference number 103832
Inspection date 25/01/2010
Inspector Gillian Walley

Setting address Parkwood Infant School, Deanwood Drive, Gillingham,
Kent, ME8 9LP

Telephone number 01634 231425

Email

Type of setting Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Parkwood Pre-School opened in 1997. It is registered on the Early Years Register. The Pre-School operates from a static mobile classroom in the grounds of Parkwood School, which was extended in 2009 to include an office, a large reception area and cooking facilities. The pre-school has access to two rooms and an outside area which leads on to the school playground and field. The pre-school serves the local area and surrounding community. There are currently 58 children on roll, all of whom are funded three-and-four-year-old children. The children attend a variety of sessions each week. The pre-school is inclusive and its staff have experience of working with children with special educational needs and/or learning disabilities and support children who speak English as an additional language. The pre-school opens five days a week throughout the year. They follow the Reggio Emilia system for providing education in addition to the early learning goals. There are seven staff who work with the children. All staff have early years qualifications to either level 2, 3 or 4 and attend short courses. The pre-school receives support from a Pre-School Learning Alliance development worker, a teacher from the Early Years Development and Childcare Partnership and teachers from Parkwood School. New opening times are Monday and Friday: 1.00pm to 3.30pm and Tuesday to Thursday 9:15am to 3.30pm term time only.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Parkwood Pre-School is an outstanding setting where all children make very good progress because it is inclusive and meets their individual needs. The manager has a very strong vision for continuous improvement and has developed the building in order to make it easier to work in close partnerships with parent and to provide a more stimulating and spacious learning area for the children. The pre-school has an outstanding capacity to improve because the staff are well qualified and experienced. They make a strong team and they evaluate the pre-school frequently to identify improvements they can make.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- raise children's self-esteem by displaying their paintings and collage on the walls of the classroom.

The effectiveness of leadership and management of the early years provision

The pre-school is very well-led and managed and runs extremely smoothly. The staff update their skills with regular training, including ways of assessing children,

food hygiene, first aid and in more effective ways of safeguarding the children. New staff are vetted appropriately and visitors are asked to sign in. There are very good procedures in place for recording accidents and informing parents, and parents are contacted promptly if a child is unwell. The children practise evacuating the building in an emergency through regular fire drills and important information about children's allergies is displayed in the kitchen. There are very thorough daily checks of the premises and outdoor learning area to identify any possible risks which may lead to accidents. There are careful checks for times when the children are taken off site for visits in the locality. The children say that they feel safe because the doors are kept locked and can only be opened by the staff. All policies are reviewed and updated regularly.

The manager and her team have made many improvements since the last inspection report. Partnerships with parents are greatly improved. Parents provide useful information about their children when they start attending the pre-school so that the staff know what activities to provide for them while they settle in. Parents are given more detailed information about what is going on and what other services are available for them, and there are photos which show them the way their children are helped to develop. They are invited to meetings once a term with their child's key worker who talks through the child's 'All about myself' book. Parents contribute to these by bringing in photos of things their children have done or visits they have made so that the staff can plan activities which build on this learning and new vocabulary. Parents are asked for their views in questionnaires, for example about what they wanted to be provided in the extended building, because the Manager values their suggestions, and there are family events which help to involve the children and their parents in the school's community. The Manager has provided parents with their own notice board as well as information which helps parents to understand how their children learn. There is a staff photo board so that parents can recognise the staff easily, and a new system for the children to register themselves when they arrive. The pre-school is inclusive and to help parents who do not speak English as their first language, there are posters in their first languages so that they can understand what their children are learning and how they are developing. Parents find this support invaluable. There are new procedures for the children to visit the adjoining infant school and there are very strong links with the school so that the children are familiar with the building and class teacher when they start in the Reception class. The children share the school playground and the field with the older children. This helps the children to settle easily and is reassuring for their parents. There are very good links with outside agencies which provide specialist help for children who find learning more difficult so that they can make very good progress and so that their parents can receive advice and support.

The quality and standards of the early years provision and outcomes for children

There is a high ratio of adults and ample space both inside and outside so that the children enjoy a very wide range of activities. There are excellent resources to help the children to develop their skills in every area of learning, and they gain independence by finding what they want to play with and putting it away

afterwards. When they start attending the pre-school, their parents are asked for a lot of information about their interests so that the staff can provide activities they will enjoy. This helps the children to settle very happily and begin to understand the routines. Key workers observe the children carefully both when the children are learning together in a group led by an adult and when they are choosing to play with their friends. Very comprehensive and detailed records are kept, with photographs of the children's achievements, and these are used to track each child's progress closely. The system makes it easy for staff to identify areas where a child may not have made such significant progress, and enables them to plan activities which will help the child to 'catch up'. The children make very good progress in all areas and they choose what they want to do from a very wide range. There are particularly good resources for investigating and solving problems in the 'finding out' area, and for learning more about the world around them. The children enjoy looking after their goldfish and talk about what they need to survive and be healthy. There are very good activities for encouraging children to learn to write and for enjoying books. They develop their imagination by dressing up and playing in the role play areas. Children develop their confidence and independence extremely well, for example by registering themselves, copying their name onto their paintings and drawings, washing up their cups and plates after snack times and tidying their toys away. The children have excellent opportunities to develop their early information technology skills because they spend two sessions each week in the infant school's ICT suite, and they use computers and a light box in their classroom. Children enjoy many creative activities and opportunities for messy play, and when they go outside they develop their physical skills riding vehicles and climbing. They take their paintings home but do not develop good self-esteem by seeing them displayed on the classroom walls. They learn about plants and natural things during nature walks in the school grounds, and there are areas where they can grow bulbs, plants and vegetables which they can cook in their new kitchen.

Children learn that people have different customs and traditions because there are multicultural games and dolls, and special activities are planned, for example at Chinese New Year they may cook noodles. The children make very good use of the locality to gain new experiences, for example they visit the shops and post letters. Visitors, such as policeman and fire fighters help the children to learn from exciting new experiences, and parents visit to share things which will interest the children. Children learn about healthy eating because they enjoy nutritious snacks, and they understand how to avoid infection, for example by washing their hands before they eat.

Children's behaviour is exemplary. They play well together and share their toys. The adults are very good role models for them. They praise the children for their achievements and encourage them to develop new skills in a very calm atmosphere. There are posters on the walls reminding them of the staff's high expectations. The staff question the children well to encourage them to solve problems, and they use every opportunity to extend learning, for example at registration time they are asked whether there are more boys than girls.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

