

Inspection of Parkwood Pre-School

Parkwood Pre-School, Deanwood Drive, Gillingham, Kent ME8 9LP

Inspection date: 9 October 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is outstanding

Children enter this extremely welcoming and inclusive pre-school full of enthusiasm and anticipation about the day ahead. They fulfil their morning routines with ease and independence. The exceptional staff team create a nurturing environment for children, where they feel safe and form secure attachments with staff. From the moment children arrive they are immersed in play experiences that precisely meet their interests and next steps in development.

The staff have a clear and ambitious vision of what they want children to learn. They successfully implement educational programmes which ensure all children make rapid progress from when they first attend. Staff skilfully plan activities which enable children to make links in their learning and extend their existing knowledge. High-quality teaching from staff enhances children's experiences and supports them in developing their knowledge and skills in all areas of learning. Staff go above and beyond to meet the needs of all children and their families. For example, children with special educational needs and/or disabilities (SEND) are identified rapidly and are exceptionally well supported by staff working closely with other professionals. As a result, all children are making rapid progress from their starting points.

Children demonstrate superb behaviour and have a deep understanding of the rules and expectations. Staff place priority on embedding these rules from the very beginning and act as positive role models. The younger children show that they respect these as they play harmoniously together. Children share, take turns, play collaboratively, and listen to their peers and staff.

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

- The curriculum is ambitious and implemented consistently and effectively across the pre-school. Staff plan exciting activities which motivate children to learn. Staff have recognised that children's physical development is an area that needs further embedding. They provide a range of experiences for children to practice these skills. For instance, children show sustained levels of concentration and enjoyment when using scissors, rolling pins, and knives to manipulate playdough. Furthermore, additional funding has been used to purchase indoor climbing equipment to provide consistent opportunities for children to practice and refine their skills.
- The settings approach to children with SEND is outstanding and worthy of being shared with others. Staff provide children with an inclusive learning environment, where every individual child is provided with what they need to succeed. Early intervention, targeted strategies, and partnership working with parents and other professionals ensure there is a joint approach to supporting children's

development. For example, staff attend physio appointments and speech and language sessions with parents to ensure what they are providing at the pre-school is consistent. Parents are highly complimentary of the support their children receive and the progress they are making.

- The provider works with its staff at every opportunity. Together, their dedication and continuous drive to strengthen the opportunities children have access to is inspiring. Staff's individual expertise is recognised, and they are empowered to share their ideas and access targeted training. Staff's well-being is a priority and effective and meaningful staff supervision sessions are in place. All staff share a clear vision on what skills they want children to acquire while with them to support their future education, however this is balanced and children's well-being is at the heart of every decision made.
- Children's communication throughout the setting is given top priority. Staff understand the importance of children being able to effectively communicate and how this underpins all other areas of learning. They engage children in conversation and provide time for them to think of answers and respond to questions. Staff use signing for children who are still developing their language and understanding. Children are confident to express their thoughts and ideas.
- Staff carefully consider the teaching of British values and how children learn about the culture of their own community. This is something that has been strengthened since the last inspection. Children go on walks in the local community, and staff plan visits to the setting, providing children with a range of experiences to compliment their understanding of the world around them. For example, they have an upcoming visit from the Guide Dog association. Throughout the setting children feel confident to express themselves, they dress up and refer to themselves as 'Hulk' and 'Iron man'. Furthermore, children are incredibly accepting and understanding of children with additional needs, they effortlessly and naturally adapt their play to allow their peers to join in and feel included.
- Partnerships with parents are a priority. Staff take as much time as needed to ensure that both parents and their children are fully supported. The pre-school shares regular updates with parents regarding what their children are learning, their next steps in development, and are invited into the pre-school for regular consultations with their child's key person. Home-learning packs are provided for parents that match children's next steps so learning can be encouraged and continue to be embedded at home. Parents of children with SEND are incredibly grateful for the support they receive and the effective communication between the staff and other professionals that are involved in their child's care.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY547831
Local authority	Medway
Inspection number	10359552
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	51
Number of children on roll	57
Name of registered person	Parkwood Pre-School CIO
Registered person unique reference number	RP547830
Telephone number	01634 231425
Date of previous inspection	10 June 2024

Information about this early years setting

Parkwood Pre-School registered in 2017. It is located in Gillingham, Kent. The pre-school is open from Monday to Friday, 9.00am to 3.00pm, during term time only. The setting offers an optional breakfast club from 7.30am. The setting receives funding to provide free early education for children aged two, three and four years. It employs 10 members of staff, 8 of whom hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Staff 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 carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the staff working at 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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