

Inspection of Park Town Pre- School

Parktown Community Centre, Bailey Street, Luton, Beds LU1 3DU

Inspection date: 5 October 2022

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 thoroughly enjoy the time that they spend in this friendly pre-school. They are excited to arrive and are greeted by enthusiastic staff, who are swift to engage them in play. Children become deeply engrossed in activities that staff expertly plan to build on their previous learning. For example, children have been reading 'We're Going on a Bear Hunt' in pre-school. Staff create a sensory activity where children recall the story. Children develop their language skills, discussing the 'swishy, swashy grass' and explore the texture of the 'oozy mud'.

Children demonstrate high levels of curiosity during activities. Staff encourage them to explore their ideas and develop their critical thinking skills. For example, when children make modelling dough, they wonder what will happen if they add more liquid to their mixture. Staff encourage them to add various quantities of water. Children explore and compare the textures of the different concoctions they create.

Staff are highly skilled at creating a language-rich environment. Children who speak English as an additional language are particularly well supported in the pre-school. Staff role model excellent language skills and use new and descriptive words at every opportunity. Children explore a variety of dual-language stories, which they take home to share with their families.

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

- Staff plan inspiring, age-appropriate activities to support children's understanding of essential hygiene routines. For example, children are learning how washing their hands prevents the spread of germs. They create the 'germs' using pepper and water, and gasp with delight when the soap they use makes them disperse.
- Staff develop strong partnerships with parents from the start. They gather essential information to support children to settle swiftly in the pre-school. Staff maintain high levels of communication with parents. Regular consultation evenings and access to an electronic journaling system ensure that parents stay well informed about children's progress.
- There is a highly effective key-person system in place. Staff have a good knowledge of children's individual strengths and areas of development. They plan engaging activities based on children's interests. Staff carefully adapt their approach in all activities to meet the specific needs of their key children. This supports children in making good progress at the pre-school.
- The manager and staff form strong relationships with other professionals in the community. They work closely together and encourage parents to access a variety of classes and workshops. For example, parents are signposted to speech

and language initiatives that are aimed at developing children's communication skills.

- Snack time is a highly sociable occasion. Children sit together with staff and prepare a variety of healthy foods. Staff support children's independence by encouraging them to peel oranges and spread butter on their toast. Children who speak English as an additional language identify their food on the multi-lingual display board. The attentive staff role model the names of the new foods they eat. This supports children's language development.
- The provider and manager have a clear vision to enhance the quality of the provision. They have identified a need for high-quality outdoor play opportunities for the current cohort of children. Along with the provider, the manager has obtained additional funding to enhance the garden area. This supports the physical development of children who have limited access to outdoor space at home.
- Staff place a sharp focus on children's early literacy skills. Children enjoy regular story sessions in the cosy story area indoors, as well as in the outdoor reading corner. Children identify letters that are significant to them in mark-making activities and the office role-play area. However, on occasion, staff are observed using incorrect phonetic teaching methods to develop children's literacy skills.
- The manager completes regular supervisions on all staff to identify weaknesses in their practice. She also uses these meetings to explore areas where staff wish to develop further. However, methods of coaching and mentoring are not yet sufficient to support staff to identify ways in which to improve their practice.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate a good understanding of the signs and symptoms that could indicate that a child is at risk from harm. They have a clear knowledge of the process to follow when raising concerns to the appropriate authority. The provider has robust recruitment processes in place to ensure that staff are suitable to work with children. All staff complete regular first-aid and safeguarding training to ensure their knowledge remains up to date with changes in legislation. Staff are rigorous in their monitoring of children's attendance and are swift to follow up on any absences.

What does the setting need to do to improve?

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

- enhance the current methods of coaching and mentoring to support staff to identify opportunities to improve their teaching and deliver consistently high-quality learning opportunities.

Setting details

Unique reference number	EY453921
Local authority	Luton
Inspection number	10235978
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	24
Number of children on roll	27
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	07553348487
Date of previous inspection	2 December 2016

Information about this early years setting

Park Town Pre-School registered in 2012. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday from 9am until midday and 12.30pm until 3.30pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Antonia Campbell

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 inspector considered the views of several parents spoken to during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting, and tracked the progress of several children.

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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