

Inspection of Parkstone Pre-School

Riverside Community Centre, Parkstone Road, Hull HU6 7DE

Inspection date:

17 July 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and demonstrate high levels of self-esteem in this fully inclusive pre-school. The kind and attentive staff warmly welcome children on arrival, helping each child feel valued from the outset. Children form exceptionally strong and trusting relationships with staff, showing they feel safe and secure in their care. Younger children confidently seek comfort and cuddles when needed, while older children eagerly involve staff in their play and proudly share their accomplishments.

Children demonstrate high levels of respect and kindness towards others, and their behaviour is exemplary. Staff act as positive role models and consistently model the behaviours they expect, such as using polite language like 'please' and 'thank you' when interacting with children. They provide gentle guidance and clear, consistent reminders, helping children understand routines and expectations. Staff also offer frequent praise and reassurance, which supports the development of children's self-esteem and confidence.

Staff place children at the heart of the pre-school, offering a wide range of engaging learning experiences that ignite their imagination, curiosity and interest. For example, children delight in waving large bubble wands and watch with fascination as the bubbles float through the air. Staff skilfully extend this experience by encouraging children to identify shapes they can see. Children are enthusiastic, motivated learners who make excellent progress in preparation for their eventual move to school.

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

- A robust key-person system is firmly embedded. Staff know their key children exceptionally well and provide tailored support. They place high importance on helping children feel emotionally secure. Strong partnerships with parents promote a consistent approach to care and learning. Key persons share information regularly and work closely with families to support each child's development. Children's personal, social and emotional development is supported exceptionally well.
- Staff promote an exceptional understanding of, and respect for, people, families and communities beyond their own. They actively encourage children to share their home languages and cultural traditions, helping to foster a strong sense of belonging and mutual respect. Diversity is celebrated through thoughtfully planned events that highlight a range of cultures and customs. Staff work closely with parents to involve them in these celebrations, building an inclusive and welcoming community in the pre-school.
- Staff expertly promote children's communication and language through rich,

high-quality interactions that are purposeful and engaging. They skilfully give children time to think and respond, encouraging meaningful dialogue. Enthusiastic daily story sessions captivate children's interest and ignite a love of language. Children confidently use new vocabulary in context, describing bubbles as 'incredible', for example. Those who speak English as an additional language receive exceptional support, enabling them to become articulate, confident communicators who make rapid progress in their language development.

- Provision for children with special educational needs and/or disabilities (SEND) is exceptional. Staff demonstrate a deep commitment to inclusion and work tirelessly with parents, external professionals and other settings to ensure that children's needs are swiftly identified and met. Referrals are made without delay, and meticulously tailored support plans are implemented with precision. Children with SEND make rapid and sustained progress, thriving alongside their peers and fully accessing the curriculum.
- Staff are highly effective in nurturing confident and independent children. Children make purposeful choices and take ownership of their learning. They take pride in doing things for themselves. For example, younger children peel their own fruit at snack time with confidence, while older children assess risks skilfully as they balance on planks and beams. Across the pre-school, all children are supported to manage tasks, such as putting on their own shoes and washing their hands independently.
- Leaders provide highly effective support and have a clear focus on continuous improvement. They regularly evaluate the quality of provision and take swift action to enhance practice. Staff access ongoing professional development, such as mindfulness training, which deepens their understanding of mental health. Supervision is used effectively to reflect on teaching and implement improvements. Staff feel well supported, work collaboratively and contribute to a positive, high-performing team culture.

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	508215
Local authority	Kingston Upon Hull City Council
Inspection number	10399337
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	35
Number of children on roll	42
Name of registered person	Parkstone Pre-School Playgroup Committee
Registered person unique reference number	RP907787
Telephone number	01482 804312
Date of previous inspection	28 November 2019

Information about this early years setting

Parkstone Pre-School registered in 1983 and is located on the grounds of Parkstone Primary School in Hull. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and two hold qualifications at level 5. Opening hours are Monday, Tuesday, Wednesday and Friday from 9.15am to 2.15pm, and Thursday from 9.15am to 12.15pm, during term time only. The pre-school provides government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff 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 is having on the children's learning.
- Parents shared their views of the pre-school with the inspector.
- The children spoke with the inspector during the inspection.
- 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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