

# Parkside Pre-School

Virgin Active Gym, Langstone Way, LONDON, NW7 1GU



<b>Inspection date</b>	20 April 2016
Previous inspection date	12 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The leadership and management of the nursery are inspirational. The manager is extremely knowledgeable, highly skilled and shows a unique passion for providing the highest-quality care and education for children. She is an exceptional role model for the staff team that entirely emulates the commitment and passion of the manager in all they do.
- Staff consistently demonstrate strong teaching skills that are highly responsive to children's needs. All staff have the highest expectations of what each child can achieve. Children make exceptional progress in all areas of learning.
- The learning environment is outstanding. Children are surrounded by endlessly fascinating and innovative displays and play resources. These widely foster their natural curiosity and exploratory instincts.
- Partnerships with parents are highly effective. Regular information sharing helps to ensure that parents are entirely involved in their children's learning, both in the setting and at home. Parents are very complimentary about the nursery and the progress their children make. Partnerships in place with other professionals are equally exceptionally strong.
- Staff place the highest priority on nurturing children's personal, social and emotional development. Children are valued, listened to and supported to explore their feelings in a number of ways. Children are kind and caring towards their peers and behave impeccably. Staff meet children's emotional and physical well-being exceptionally well.
- Detailed information about the progress made by each child and groups of children is closely monitored and enables the manager to identify any emerging gaps. This helps to ensure early intervention is sought and programmes of support are implemented swiftly.

## What the setting needs to do to improve further

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

- continue to drive forward the excellent evaluative and reflective practice that maintains the outstanding quality of provision.

### Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning, both inside and outside.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and deputy of the nursery.
- The inspector took account of the views of parents spoken to and from questionnaires and comments.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. All staff have an excellent understanding of their role in protecting the children in their care. They are extremely alert to potential safeguarding concerns and are well versed in the reporting procedure to follow. The manager and deputy provide highly effective systems of support and performance management, based on incisive and rigorous monitoring of staff practice. Professional development of the staff team is sharply focused and helps to maintain the exceptional quality of teaching. Staff are well qualified and experienced. They use their skills and knowledge exceedingly well to impact on children's learning. Managers recognise the importance of continuously striving to find even more ways to enhance the outstanding quality of provision.

### **Quality of teaching, learning and assessment is outstanding**

Highly effective systems of observation and planning are implemented with outstanding results. Staff make accurate assessments of children's learning and plan according to their interests and known next steps. This ensures the environment provides maximum learning opportunities. Staff use highly effective, quality interactions with children to support their learning across all areas. They skilfully reshape activities as they facilitate and set appropriate challenges for children. For example, children enjoy a counting activity. Staff engage children further by encouraging them to recognise numbers and complete simple mathematical problems. Children gain a significant and deep understanding of the world around them through real-life experiences and wonderful play opportunities. Children of all ages use wonderful imaginative skills as they pretend play in the extremely well equipped and thoughtfully presented role play areas.

### **Personal development, behaviour and welfare are outstanding**

Children receive excellent support from staff, who have a thorough understanding of their needs and interests. Staff develop exceptionally strong and positive relationships with children, who show they feel safe and secure in the setting. Children's safety is extremely well embedded throughout the setting. They become deeply engaged in safety-related topics and learn a host of safe behaviours. This supports children's safety within the setting and at home. Children use a very wide range of physical skills during dance sessions. They squeal with delight as they follow the actions to the song and giggle as staff join in. Children explore a range of healthy eating activities which further supports their understanding of healthy lifestyles. Children gain a deep understanding of the wider world. For example, they make links with settings from other countries and explore the differences and similarities between themselves and others.

### **Outcomes for children are outstanding**

All children are making outstanding progress and are confident, motivated learners. Children acquire excellent independence skills and demonstrate very positive attitudes as they learn to respect each other. They develop excellent social skills and learn how to manage their own behaviour. Children learn the skills they need for their future learning and in readiness for school.

## Setting details

<b>Unique reference number</b>	EY422675
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1024165
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Parkside Pre-School Limited
<b>Date of previous inspection</b>	12 May 2011
<b>Telephone number</b>	02083719351

Parkside Pre-School was registered in 2010. The pre-school operates from a health club in Mill Hill, in the London Borough of Barnet. It is open from Monday to Friday, term time only. Morning sessions run from 9.15am to 12.15pm, with an option for children to stay for lunch. The afternoon session runs from 12.15pm to 3.15pm. The pre-school provides funded early education for three- and four-year-old children. In total, 11 staff work with the children. Of these, nine hold relevant early years qualifications.

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