

Parkside Pre-School

Unique reference number (URN): 146927

Address: Parkside Centre, 82 Peel Close, LONDON, E4 6XQ

Type: Childcare on non-domestic premises

Registered with Ofsted: 11/01/1993

Registers: EYR, CCR, VCR

Registered person: Parkside Pre-School Committee

Inspection report: 25 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children make strong, sustained progress from their starting points across all areas of learning. Children with special educational needs and/or disabilities achieve well because staff apply consistent, well-informed strategies and review progress regularly, adapting provision swiftly to meet emerging needs. Disadvantaged children benefit from carefully targeted support that reduces barriers, promotes inclusion and strengthens engagement in learning.

Children demonstrate secure mathematical understanding through daily opportunities for counting, comparison and problem-solving. They confidently apply language such as 'more', 'less' and 'equal' in meaningful play contexts, showing a deepening grasp of early number concepts.

Children develop strong independence, managing their belongings, making choices and participating responsibly in daily routines. Older children show clear readiness for their next stage of education. They maintain focus, cooperate effectively with peers and demonstrate resilience when faced with challenges.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders create a calm, respectful environment where children understand expectations clearly and follow them consistently. Staff co-construct shared 'promises' with children and display them prominently in the learning spaces. Staff refer to these promises throughout the day, and children confidently explain them and remind their peers during play. For example, children encourage one another to use 'kind hands' and take turns when sharing popular resources. This shared ownership strengthens a culture of respect and responsibility.

Children demonstrate excellent self-regulation. They respond immediately to tambourine cues and tidy-up songs, organise resources carefully and move smoothly between activities. During group sessions, children sit attentively, listen to others' ideas and wait patiently to make contributions. Staff adapt expectations thoughtfully for children with special educational needs and/or disabilities. They use visual cues, signing and targeted prompts to ensure that routines remain inclusive and achievable.

Staff actively teach children to manage risks safely across a range of activities. For example, as children climb, they learn to assess when it is safe to move and wait for space. During tool-based sessions, staff model safe handling and reinforce expectations consistently. During yoga, children check their surroundings before stretching to avoid bumping into others.

Leaders promote strong attendance through clear follow-up procedures and close communication with families. As a result, children develop secure routines and demonstrate highly positive attitudes towards learning.

Children's welfare and wellbeing

Strong standard 

Secure, trusting relationships underpin children's emotional wellbeing. Staff respond immediately when children feel unsure or unsettled. They acknowledge feelings, help children name emotions and guide them towards finding solutions. This consistent, sensitive support strengthens children's resilience and builds secure attachments. The key-person approach operates highly effectively and ensures that staff understand each child's routines, preferences and additional needs. Staff follow agreed support plans precisely and protect children's dignity during personal care routines.

The pre-school promotes healthy lifestyles exceptionally well. Staff use an interactive healthy eating display to lead purposeful discussions about balanced meals, food groups and the benefits of nutritious choices. Children confidently talk about foods that 'help our bodies grow' and those that 'give us energy'. Staff reinforce hydration messages throughout the day and model healthy choices during mealtimes.

Staff embed oral health education into daily learning. They explicitly teach children how to apply toothpaste safely, demonstrate correct brushing techniques and explain why cleaning teeth matters. After lunch, children brush their teeth using timers to ensure that they brush for the recommended length of time. Staff supervise carefully while encouraging children to practise independently.

Daily yoga, outdoor exploration and active play strengthen children's physical development and body awareness. Through consistent guidance and discussion, staff teach children to recognise risks and make sensible choices. These highly effective care and health practices ensure that children feel secure, develop independence and flourish physically and emotionally.

Curriculum and teaching

Strong standard 

Leaders implement an ambitious, coherent curriculum that meets the needs of the mixed-age cohort and builds secure foundations for future learning. Staff prioritise communication and language through strong modelling and effective questioning. For example, during structured attention sessions, children describe objects using precise vocabulary. Staff extend responses by introducing new words and encouraging full sentences. As a result, children speak confidently and listen attentively.

Mathematics is embedded throughout the day. Children count accurately, compare quantities and explore measurement through practical activities, such as weighing objects and testing capacity. Staff use assessments securely to identify what children know and adapt teaching so learning builds progressively from starting points.

Early literacy is promoted through daily storytelling, rhymes and repetition. Children predict endings and retell familiar stories using props and puppets. Additional experiences, such as visits from authors, further enrich children's understanding of books.

Staff place a strong emphasis on children's personal, social and emotional development. Children learn to manage frustration, take turns and persevere with challenges. Leaders

ensure that disadvantaged children and those with special educational needs and/or disabilities access the full curriculum and achieve well across all areas of learning.

Inclusion

Strong standard 

Leaders establish a highly effective inclusive culture. They identify children's needs early and implement carefully planned support without delay. Staff use clear assessment systems and follow a structured cycle of assess, plan, support and review to ensure that children receive the right help at the right time. Leaders monitor progress closely and adapt strategies to secure sustained improvement.

Children with special educational needs and/or disabilities benefit from well-structured small-group sessions that strengthen communication, attention and confidence. Staff use visual aids, signing and repetition to ensure that routines and expectations are understood. Leaders use additional funding, including early years pupil premium, to provide targeted resources and enhanced staffing that reduce barriers and support participation.

The pre-school reflects the diverse backgrounds of its community. Staff greet children in a range of home languages and encourage them to share familiar words. A world map displaying photos linked to children's heritage promotes pride, belonging and respect. Leaders embed British values through shared 'promises', play and daily routines, supporting children's understanding of fairness and responsibility.

Leaders work closely with families and external professionals to shape support plans. Children who speak English as an additional language are supported through focused vocabulary development and home-language storytelling, enabling them to participate confidently.

Leadership and governance

Strong standard 

Leaders and those responsible for governance provide highly effective oversight and maintain clear, ambitious expectations for the pre-school. Leaders understand the setting's strengths precisely and evaluate practice continuously. They use self-evaluation and cohort analysis to adapt the curriculum, environment and routines to ensure that the provision is responsive to children's needs. Following the previous inspection, leaders strengthened children's independent access to resources and embedded independence consistently during daily routines. These improvements operate securely across the setting.

Leaders prioritise the needs of disadvantaged children, those with special educational needs and/or disabilities and those facing other barriers to learning. Leaders carefully evaluate the use of additional funding, such as early years pupil premium funding. For example, leaders adjust staffing, resources and interventions to maximise impact. They advocate decisively for children when barriers arise and work closely with external professionals to secure appropriate support.

Leaders invest strategically in professional development. They align training with the needs of the cohort, including communication strategies, mathematics development, sensory regulation and healthy lifestyles. This training translates into confident, consistent practice across the team. Leaders also support staff wellbeing thoughtfully, making reasonable

adjustments and fostering a collaborative culture where staff feel valued and empowered. Strong partnerships with families and the host school strengthen continuity and improve outcomes for children.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children experience a highly effective, welcoming environment where they feel secure, valued and motivated to learn. Staff greet children warmly and help them settle quickly

through well-established routines. Children independently hang coats, find their name cards and join familiar self-registration activities. Staff differentiate this routine carefully so children who need additional prompts receive them, while others build increasing independence.

Children demonstrate strong curiosity and sustained engagement. They concentrate for extended periods during imaginative role play, collaborate to build large structures outdoors and investigate natural materials in sensory trays. Staff interact purposefully, introducing new vocabulary and extending ideas without interrupting children's thinking. During small-group attention sessions, children eagerly anticipate what will appear in the bag, listening carefully and waiting for their turn. These highly structured moments strengthen children's listening and participation skills.

Children show excellent collaboration. They negotiate roles in the home corner, solve minor disagreements with gentle adult guidance and celebrate one another's achievements. Staff model respectful language and encourage children to explain their ideas clearly.

Children participate confidently in daily yoga sessions. Before beginning, staff guide children to check their space and ensure that they are not too close to others. This develops spatial awareness, self-control and consideration. Children move calmly between activities because staff use predictable cues, including tambourine signals and tidy-up songs.

Children with special educational needs and/or disabilities and those with additional needs take part fully because staff adapt routines and learning thoughtfully. Children who speak English as an additional language benefit from staff using their home languages alongside English, which promotes belonging and confidence.

Leaders promote regular attendance through clear systems and close communication with families. As a result, children develop consistent routines, strong relationships and highly positive attitudes towards learning.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The inspector spoke with the leaders, staff and children during the inspection. She considered written feedback from parents/carers.

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.

Inspector:

Honufa Begum

About this setting

Unique reference number (URN): 146927

Address:

Parkside Centre

82 Peel Close

LONDON

E4 6XQ

Type: Childcare on non-domestic premises

Registration date: 11/01/1993

Registered person: Parkside Pre-School Committee

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 09:00 - 12:00, Monday, Tuesday, Wednesday, Thursday : 12:00 - 03:15

Local authority: London Borough of Waltham Forest

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.



This data is from 25 February 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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