

# Longleaze Pre-School and Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	199369
<b>Inspection date</b>	09/12/2008
<b>Inspector</b>	Fiona Robinson

<b>Setting address</b>	Byron Avenue, Wootton Bassett, Swindon, Wiltshire, SN4 8BA
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Longleaze pre-school and nursery moved to its present site, within the grounds of Longleaze Primary School in 1993. It operates from two mobile classrooms with access to toilets, a kitchen, an office and a fully enclosed outside play area. There is ramped disability access to the setting. The group have the school's agreement to use the adjacent playing fields. It is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. The pre-school and nursery serves the local community.

The group is registered to care for no more than 40 children aged two to five years. There are currently 64 children on roll. This includes 42 funded three and four-year-olds. There are children attending with English as an additional language.

The group is open during school term times. It opens for a variety of morning and afternoon sessions between 09.00 -15.00. Children are divided into those who are under and those who are over three years old. The group also organises parent and baby and parent and toddler groups.

A full-time manager, who is a qualified teacher, works with the children. In addition there are eight part-time staff also working with the children. Of these five have early years qualifications and three are on training programmes. The setting receives support from the local authority advisory teacher. This provider is on the Early Years Register and voluntary part of the Childcare Register.

## **Overall effectiveness of the early years provision**

An excellent range of well planned activities ensure all children are included equally. Children enjoy their time at this setting and make excellent progress in a wide range of indoor and outdoor activities. Staff develop excellent links with parents, who say that their children enjoy coming to the nursery. Manager and staff have an excellent knowledge of the setting's strengths and areas for improvement. There is an outstanding record for continued improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensuring assessments inform next steps in learning

## **The leadership and management of the early years provision**

The manager provides an excellent lead in promoting very effective teamwork. Staff have an excellent awareness of health and safety issues. Children's welfare is at the heart of the setting. The care is outstanding and staff ensure that children are safe through rigorous safeguarding policies and procedures. The children respond very well to the excellent quality care and support they are warmly and

consistently given by staff. The excellent outdoor area is fully enclosed and is maintained to a high standard.

There are outstanding procedures for identifying what works well and what areas are in need of improvement. Manager and staff are fully committed to continued improvement. This is evident in the excellent progress made since the previous inspection in maximising the use of the outdoor area to allow children greater freedom to play inside or outside. In addition, key workers keep excellent records and provide detailed information to parents about their children. Staff help to ensure a smooth transition to full-time schooling and excellent links exist with the host primary school. They play a key role in developing the children's excellent attitudes towards learning. Staff are excellent role models and behaviour is managed very well. Children show great respect for others and feel very secure in their very positive and stimulating environment. Staff show extra care and sensitivity to any children with learning difficulties and/or disabilities. The excellent policies, records and procedures necessary have a very positive impact on children's welfare, safety and well-being. They are regularly reviewed and inset days help staff to improve their practice.

## **The quality and standards of the early years provision**

Children have excellent opportunities to learn through exciting practical activities and play opportunities. They enjoy all aspects of their play both indoors and outdoors. This helps them to make excellent progress in the physical area of learning, as they explore going over, under, on and through apparatus. They also relate very well to each other as they make Christmas shapes and role play in the 'Christmas Wonderland' area created for them. There is an excellent balance of adult supported activity and those chosen by children themselves. Children enjoy writing letters to Santa and most know how to write their names. They enjoy singing Christmas songs such as 'I'm a Christmas reindeer' and most can count up to 10.

The planning is excellent and helps children to develop very good knowledge and understanding and creative skills through excellent links made with seasonal celebrations such as winter. Religious festivals such as Diwali and Christmas bring relevance and enrichment to children's learning. Bright and colourful artwork helps to make the environment rich and stimulating. Staff are using rigorous assessment systems to help plan the next steps in learning and recognise the need to record these more consistently and accurately. Staff respond very well to children's questions and challenge them well in their activities.

The children respond very well to the excellent quality care and support given by staff. They feel very safe in this well-organised and welcoming nursery. Children under four happily explore a very inviting environment so they can make handprints, find the treasure and play in the ball pit. Children feel very safe and secure because staff collaborate very well to ensure a safe and very positive environment indoors. Children share resources very sensibly and learn how to use equipment safely, for example they work with sand and paint pictures in a sensible way. They gain confidence through well-established routines such as snack time

and activities such as listening to stories and singing songs. The children's independence is encouraged by clear expectations of tidiness from adults. Children develop their independence well in this stimulating and caring setting and are well prepared for their next steps in learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.