

# Longoak Pre-school

Inspection report for early years provision

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**Unique reference number**

EY252060

**Inspection date**

19/03/2010

**Inspector**

Amanda Shedden

**Setting address**

Longoak Pre-School, Pilands Wood Centre, Chamberlayne Road, Bursledon, Southampton, Hampshire, SO31 8DT

**Telephone number**

02380 403769

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Longoak Pre-school is situated in Pilands Wood Community Centre in Bursledon, Hampshire and opened here in 2003. It is managed by a parent committee. A maximum of 26 children under eight may attend the pre-school at any one time. The pre-school is open each weekday term time only from 9.30am to 2.30pm from Monday through to Thursday and on Friday from 9.30am to 12 noon. All children share access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 46 children aged from two to under five years on roll. Of these 33 children receive funding for early education. The pre-school is able to support children with special educational needs or disabilities.

The pre-school employs seven members of paid staff and two volunteers. Five of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled at the pre-school; they have warm relationships with the staff who ensure they are treated as individuals and have their needs met. Children are making good progress linked to the Early Years Foundation Stage. The staff know the children well and ensure all of them are fully engaged and enjoy the activities. Staff work together to monitor the provision and makes sure changes that benefit the children are put in place.

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

To further improve the early years provision the registered person should:

- maintain assessment records to effectively measure children's progress in learning and development
- continue to develop the garden area to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning.

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

Procedures for safeguarding are good. The staff ensure that children do not access other areas of this multipurpose building without being fully supervised. Risk assessments are in place and used effectively to ensure that the environment is safe for the children. Most of the staff have an appropriate first aid certificate

ensuring that if a child were to have an accident they would be cared for immediately and correctly. All staff have a good understanding of the procedure to follow if they had a concern about a child and all necessary written permissions are in place.

Staff contribute to the self-evaluation which supports them in reflecting all aspects of their practice and where necessary changes are made for the benefit of the children. For example, they rearranged the room to allow the children more time to access the play dough each day. They work with other agencies to support their long term planning, this year they have received funding and have applied to extend the garden that will allow the children more outdoor space.

The environment is child friendly; the resources are displayed in a manner which encourages the children to self-select. There are displays of the children's work giving them a sense of belonging and pride. There is a special interactive display which encourages children to become independent in blowing their own noses and disposing of the tissue. Staff ensure that all children are fully included whatever their abilities may be through their positive interaction and having an understanding of their individual needs. Outside the resources give limited opportunities for children's learning to be extended.

Good links are made with other providers of the Early Years Foundation Stage including the local school the children will be moving on to. Partnership with parents is very positive; they are fully aware of the records kept on their child and are asked to discuss their progress regularly and contribute in identifying their child's next step. The parents are kept aware of the experiences their children are having each day through discussion with the staff. Parents are very positive of the pre-school and value the care and education their children are receiving; they state their children love coming here.

## **The quality and standards of the early years provision and outcomes for children**

Children take part in their activities eagerly and clearly know what they want to do. They enjoy their sessions and are supported by the staff who know the children well. All staff have a good understanding of child development, how children learn and how this links to the early learning goals. Staff ensure through the layout of the room, the resources available to the children and their interaction with the children that they are having experiences across the six areas of learning. However, records kept on the children are not used effectively to measure children's progress in learning and development or to ensure that there is a balance across the curriculum.

Children know the routine of the session well; first they self-register under different categories, such as what colour eyes they have or what they are wearing, then put their lunch boxes away correctly and hang their coats up. Children have plenty of opportunities to practise their speaking and listening skills through the close interaction between staff and children. Their pre-writing skills are encouraged in the role-play area and at the dedicated table for drawing and writing. Children

enjoy snuggling up in the sensory tent to have stories read to them or to read to each other.

Children learn about problem solving and mathematical language through their activities, some children choosing to complete puzzles, others using the balancing beam to count and identify numbers. The interaction from the staff encourages children to contribute their own knowledge and extend their understanding.

Children behave well and are developing good social habits. They form good relationships with the staff and each other. Children play well together and they respond immediately when the signal for quiet is made. They respond well when reminded of the rules such as not running indoors and to use the sand timers when playing on the computer.

Children are learning to be independent in their self-care skills and learning about a healthy lifestyle. They recognise they need to ask a member of staff to use the bathroom or when they are thirsty or hungry. They wash their hands before snack helping themselves using tongs to select from such choices as cucumber, raisins, apples, oranges and grapes. They pour themselves drinks choosing from water or milk, they clear and wash their plates and cups up when they have finished. The rolling snack and lunchtimes allow children to choose for themselves when they wish to eat and drink.

Children feel safe within the pre-school; they practise the evacuation procedure ensuring they would know what to do if a real emergency arose. They are confident to talk to a member of staff if something goes wrong knowing that they will be listened to and helped.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

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