



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY252060

DfES Number: 514016

### INSPECTION DETAILS

Inspection Date 09/02/2005  
Inspector Name Tonia Chilcott

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Longoak Pre-school  
Setting Address Longoak Pre-School, Pilands Wood Centre  
Chamberlayne Road, Bursledon  
Southampton  
Hampshire  
SO31 8DT

### REGISTERED PROVIDER DETAILS

Name Longoak Pre-school 1004019

### ORGANISATION DETAILS

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

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Longoak Preschool is situated in Pilands Wood Community Centre and opened here in 2003.

A maximum of 26 may attend the preschool at any one time. The preschool is open each weekday from 09:30 until 12:00 and Monday, Tuesday, Wednesday and Friday afternoons from 12:15 until 14:45 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 53 children aged from 2 to under 5 years on roll. Of these 40 children receive funding for nursery education.

The preschool supports children with special needs, and also supports children who speak English as an additional language.

The preschool employs six members of staff. Three of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Longoak Preschool provides acceptable nursery education which is of good quality overall. Children are making very good progress in physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff's sound knowledge of the Foundation Stage enables them to plan a stimulating range of activities. There is an effective system in place to support children with special needs. An assessment system is used to record children's progress towards the early learning goals and to identify the next steps to help children develop further. The information gathered about the children's learning is used to further inform the planning. Most children respond well to praise and encouragement from staff, although some become distracted in large group activities. The staff work well together as a team.

Leadership and management is generally good. The preschool benefits from a clear management structure and the staff are encouraged to attend training on a regular basis. The staff all work well together as a strong team. There are procedures in place to assess and monitor the educational programme, although not all areas of the curriculum are planned consistently. The group are fully committed to improvement.

The partnership with parents and carers is generally good. Parents are provided with written information about the setting and the Foundation Stage. Some parents feel that they are informed about their child's progress and achievements, although they have limited opportunities to share what they know about their child's achievements at home. Parents often spend time in the group working with the children.

### What is being done well?

- Children are confident, sociable and have caring relationships with one another and the staff.
- Children make very good progress in physical development. They access an extensive range of stimulating and exciting equipment that allows them to develop their climbing and balancing skills.
- Children confidently take part in a range of complex role play experiences. They make good use of the available resources to create props to support their play and often play cooperatively as part of a group to act out a narrative.
- Staff have developed strong links with other agencies. They are keen to develop the provision further and seek and implement ideas and advice regularly.

**What needs to be improved?**

- the systems to share information with parents about their child's progress
- the systems to ensure that all areas of the curriculum are consistently planned
- the organisation of the session so that all elements fully support children, particularly large group activities.

**What has improved since the last inspection?**

Very good progress has been made since the last inspection. The setting was asked to ensure that sufficient trained staff were available during periods of staff absence. Three members of staff now hold level three qualifications and one member of staff is currently attending training.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children are confident and work well together or independently. They concentrate well at self chosen activities although some children become distracted during large group activities. Children develop good relationships with one another and staff, and often seek others in the group to share their experiences. Children participate regularly in activities to learn about different cultures, for instance Chinese new year.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers. Many happily initiate conversations with other children and adults. Most children listen well to stories and many have favourite books. Some children hold and handle books correctly and regularly access the well resourced book corner. Children use language well in imaginary situations and to recall past experiences. Most children can read their name and some are beginning to write their name. Children have some opportunities to link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have regular opportunities to count and many are able to count to 10, and some beyond. Some children confidently recognise written numbers, for instance one to five. Some children are able to recognise groups with one, two or three objects in. Many children confidently name simple shapes and often use mathematical language within their play. They access a range of resources that enable them to weigh and sort, although have limited planned opportunities to practice simple calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are curious, and observe and manipulate objects during their play, for instance with the sand. They talk about what is seen and what is happening and are beginning to show an awareness of change, for example when making stir fry. Many children confidently use IT and know how to operate a simple programme. Children have some opportunities to show an interest in and learn about the local environment.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children understand how to transport and store equipment safely whilst tidying up. They access a range of resources that enable them to balance and climb. Many children negotiate space well when playing with one another and around both indoor and outdoor activities. Many children use tools safely and with increasing control for example when using chopsticks to eat the stir-fry. Children are developing an understanding of good practices regarding hygiene and wash hands with limited adult support.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Many children are able to differentiate and recognise a range of colours. They regularly access activities that enable them to explore texture, for instance sand play. The children's imagination is developing well and they enjoy a range of complex role play situations, playing cooperatively as part of a group to act out situations. Children have some opportunities to sing simple songs from memory.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Ensure the organisation of the sessions allows staff to support children's learning appropriately with particular regard large group activities.
- Develop further the systems for assessment the educational programme, ensuring that all areas of the curriculum are consistently planned.
- Develop the systems to inform parents about their child's progress and to encourage parents to share what they know about their child.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*