

Longoak Pre-school

Pilands Wood Centre, Chamberlayne Road, Bursledon, Southampton, SO31 8DT



Inspection date	13 January 2016
Previous inspection date	19 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children benefit from some well-focused adult-led activities that promote specific skills in different areas of learning, such as language groups, literacy activities and story times.
- Children are independent in all aspects of their learning, which helps them to develop confidence and prepares them well for their move to school. They make good progress towards the early learning goals.
- Staff play with the children and provide good quality care in a welcoming, friendly and safe environment. Children settle quickly and engage well in their learning. They are well behaved and learn to value others.
- Partnerships with parents are strong, which helps to successfully promote continuity in children's care and learning between home and pre-school.
- The manager and committee work well together to evaluate the effectiveness of the provision. They are committed to the continuous development of the pre-school and have well-targeted plans for future improvement.

It is not yet outstanding because:

- Staff do not take good account of children's interests and ideas to extend their play experiences and learning.
- Planned physical play opportunities lack sufficient challenge for more able children.

What the setting needs to do to improve further

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

- build on children's interests and ideas more effectively to enhance their learning and development
- provide more opportunities for all children to enjoy physically challenging activities and to help extend their physical development.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector looked at children's assessments records, planning documentation, and policies, including safeguarding procedures.
- The inspector spoke with the manager, staff, children and committee members at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Helen Harper

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have attended relevant training and demonstrate a secure understanding of the procedure to follow should they be concerned about the welfare of a child. Daily risk assessments are carried out to help ensure that the pre-school is safe and secure. Staff keep their child protection, food hygiene and first aid knowledge up to date. The manager monitors the effectiveness of teaching well, overall. Staff practice is regularly observed and strengths, targets for development, and training needs are discussed during regular one-to-one meetings. The manager has worked proactively with the committee and staff to maintain continuous improvement. Since the last inspection, the range of activities offered outdoors has improved and parents can see their children's progress more clearly in their learning records.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn, and they create an exciting and stimulating environment for them. Staff use information from parents and their own initial assessments to identify children's individual starting points. They make effective use of ongoing observations and assessments to identify and plan for the next steps in children's learning. Staff promote children's early literacy skills well. For example, children learn about letters and sounds during fun, small group times. They learn to recognise and write their names. Staff bring stories to life using finger puppets. Children develop good mathematical skills, for example, they are keen to count.

Personal development, behaviour and welfare are good

Children settle well at the pre-school and are familiar with the daily routines. The key-person system is effective and children form close relationships with staff. This helps to build children's emotional security and confidence. Children learn from the very caring staff and demonstrate much care and kindness towards each other. They share and take turns when using resources. For example, children join in singing songs and wait patiently for their turn to select a picture that shows how they are feeling at that time. Children follow effective health and hygiene routines. They are highly independent, washing their hands, pouring their own drinks and washing up their own plates. The outdoor learning environment offers children good opportunities for exploration, fresh air and exercise, and children enjoy scooting around on ride-on cars and creating in their mud kitchen.

Outcomes for children are good

Children make good progress in their all-round learning and development. They gain the skills they need to help prepare them well for school.

Setting details

Unique reference number	EY252060
Local authority	Hampshire
Inspection number	833043
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	29
Name of provider	Long Oak Pre-School
Date of previous inspection	19 March 2010
Telephone number	02380 403769

Longoak Pre-school registered in 2003 and operates from Pilands Wood Community Centre in Bursledon, Hampshire. The pre-school is open each weekday, term time only, from 9.30am to 2.30pm from Monday to Thursday, and on Friday from 9.30am to 12 noon. The pre-school provides funded early education for children aged two, three and four years. All five staff members hold appropriate early years qualifications.

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