

# Longscroft Children's Nursery School



Longscroft Children's Nursery School, Trowle, Trowbridge, Wiltshire, BA14 9BL

<b>Inspection date</b>	17 October 2016
Previous inspection date	14 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders use effective systems to evaluate the quality of the provision. They seek the views of staff, children and parents to help identify how the setting can improve still further.
- Leaders and staff analyse data of children's achievements meticulously to identify any weaknesses in learning. Staff have a good understanding of how children learn. They complete regular assessments and plan for children's future learning. Children make good progress.
- Children behave well and staff are good role models. For example, they help children understand how to take turns, share and be kind to others.
- Partnership with parents is strong. Staff use a variety of effective ways to inform parents about their children's learning and life at the setting.
- Children and their families are supported very well. Leaders and staff work in effective partnerships with other professionals to support children's specialist care and learning needs, to help them make good progress.

### It is not yet outstanding because:

- Staff miss some opportunities to encourage younger children's emerging independence skills during play activities.
- Staff do not consistently organise some activities or changes between activities effectively to maintain children's interest and learning.

## What the setting needs to do to improve further

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

- support staff to more consistently recognise opportunities to encourage children's emerging independence
- review the organisation of some activities and routines to ensure children remain interested and engaged.

### Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation, observation, assessment, planning records, and documentation linked to checking children's progress.
- The inspector conducted a joint observation of staff practice with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have completed training to develop their awareness and confidence in child protection issues and help them to identify any children who may be at risk of harm from extreme behaviours and views. They are knowledgeable about what to do if they have a concern about a child's welfare. Effective recruitment and vetting procedures enable the leadership team to ensure that staff are suitable and appropriately qualified for their role. Leaders support the well-qualified staff with training opportunities to update their professional knowledge and expertise. This has a positive impact on children's learning outcomes. For example, staff have shared their learning from behaviour management training with parents to aid children's learning and well-being.

### Quality of teaching, learning and assessment is good

Leaders and staff regularly seek information from parents about what their children already know and can do, and their changing interests. This enables them to understand children's starting points well and to plan for their continued learning. Staff plan enjoyable adult-led activities to help children develop good communication skills. For example, they help children to understand about rhythm in speech as they tap out the sounds and rhythms in words they hear from a story. Staff are very responsive to children's spontaneous interests. For example, they noticed quickly the interests of babies and offered them additional containers to explore the concept of emptying and filling.

### Personal development, behaviour and welfare are good

Children have secure relationships with the staff, and feel safe and self-assured. Staff offer children praise for their achievements, helping to support their self-esteem and confidence. Staff support children to develop good independence skills. For example, children are helped to develop essential skills, such as serving their own meals and taking an active part in tidying away their toys. Staff help children to understand how to keep themselves safe. For example, they encourage children to take an active role in checking the outdoor environment is safe before they begin their play. Children have good opportunities to be outdoors on a daily basis to practise their physical skills.

### Outcomes for children are good

All children make good progress in the setting. They maintain good concentration on activities, remaining focused until they have completed them to their own satisfaction. Children develop a good understanding of growth and changes in nature. For example, they take part in woodland activities where they learn about similarities and differences and how trees grow from acorns and seeds. Children develop good literacy skills. For example, they give meaning to the marks they make as they practise their emerging writing skills. Children gain good skills in preparation for future learning and school.

## Setting details

<b>Unique reference number</b>	EY441907
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1059138
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	105
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Longscroft Children's Nursery School Ltd
<b>Registered person unique reference number</b>	RP531367
<b>Date of previous inspection</b>	14 November 2012
<b>Telephone number</b>	01225777698

Longscroft Children's Nursery School Ltd is located in Trowbridge, Wiltshire. The nursery registered in 2012 as a limited company. It operates from several purpose-adapted buildings. Opening times are Monday to Friday from 7.30am to 6.00pm, all year round except for the Christmas holiday period. There are 24 members of staff working with the children. Of these, one holds early years professional status, one holds a relevant early years qualification at level 6, one holds a qualification at level 5, 13 hold qualifications at level 3 and a further four hold qualifications at level 2. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

