

Longleaze Pre-School and Nursery

Byron Avenue, Wootton Bassett, Swindon, Wiltshire SN4 8BA



Inspection date	7 January 2019
Previous inspection date	16 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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

- The management team monitors staff effectively and supports them to develop their professional skills. Recent training on child development and planning has helped staff provide activities that meet children's interests and support them in making good progress in their learning.
- Key persons make accurate assessments about children's achievements and monitor their progress well. They identify gaps in learning and provide support to help them close rapidly. All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, develop well.
- Staff build strong relationships with parents and regularly share information with them about their children. Staff offer support and guidance about learning and children's well-being, such as advice for toilet training. Children benefit from consistent experiences in the setting and at home, and make good progress.
- Staff provide stimulating environments for children indoors and outdoors. Children are able to choose from a wide variety of readily accessible play materials. They gain confidence in making decisions about what they want to do and how they like to play.
- Staff have excellent relationships with the school staff. They organise visits for children to join in with physical education classes in the school hall, as well as using the school playground and fields, and meeting the Reception teacher. Children cope well with changes and are well prepared for their move into school.
- The management team does not have consistent procedures in place to notify Ofsted of changes to the provision.
- Staff sometimes miss chances to include quieter children in activities in ways that support their enjoyment and learning further.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective procedures to make sure that any changes that need to be notified are completed in a timely manner and by the person authorised to do so.	31/01/2019

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

- improve how staff monitor and support quieter children to engage in activities in ways that enhance their learning.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector carried out two joint observations with the manager, one for the older children and one for the younger children.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector had a leadership and management meeting with the nursery manager, the deputy and the new nominated individual.
- The inspector looked at samples of paperwork, including risk assessments, policies and procedures, the setting's processes for notifying Ofsted about changes, and children's records.

Inspector
Anita McKelvey

Inspection findings

Effectiveness of leadership and management is good

The management team reflects well on the provision and uses feedback from staff, parents and children to identify areas for improvement. For example, recognising the need for extended provision for two-year-olds, the nursery obtained funding to provide an extra building on site. In addition, they have extended the outdoor space for the three-year-olds so they have a play area for riding wheeled toys, growing plants and developing their physical skills. Since the last inspection, there has been an occasion where the provider failed to notify Ofsted of changes to the provision. Staff support children well and encourage them to manage appropriate risks. They know when they need to act to keep children safe. Arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Staff talk with children, encouraging them to think and develop their ideas. For example, as children engage in a painting activity, staff ask them questions about the different tools and brushes and what happens to the paint on the paper. Children tell staff they are 'stomping' on the paper to make spiky shapes and that they are using light and dark green paint. Staff engage younger children well in imaginative play. For instance, they add to the children's storyline about a fire at a farm as the children play with the toy animals. Staff encourage children to find the toy fire engine, then they work together to put out the fire and save the animals. Staff support children's communication effectively. For example, children play a game where they tell staff what toy animal is missing from a set of three. Staff support children to say or use sign language to name the animal or to make the sounds of the animal.

Personal development, behaviour and welfare are good

Staff help children learn about healthy food choices. For example, children join in an activity looking at keeping teeth healthy and how different foods affect them. Staff ask them which ones they think are good for them. Children pick out the fruit and vegetables. Staff ask what is not so good about the lollipop, and children tell them they are sticky and have too much sugar which could make their teeth fall out. Children learn about the wider world. For instance, they researched how different people across the world celebrate Christmas, creating an interactive wall display of what they found out. Staff support children to share and take turns, praising them for letting others have a turn with a favourite ride-on toy.

Outcomes for children are good

Children come into the setting and eagerly greet the staff and their friends. They are keen and ready to learn. Younger children have great fun crawling through and hiding in the tunnels outdoors. They giggle and laugh as staff say, 'Boo'. Older children hide items in the sand tray and excitedly ask staff to see if they can find the hidden 'treasure'. Children enjoy exploring the feel of the paint as they colour in a dinosaur. They watch as they make patterns with sponges on the paper, then cover their hands, noticing that it feels cold and they now have green fingers.

Setting details

Unique reference number	199369
Local authority	Wiltshire
Inspection number	10090771
Type of provision	Full day care
Registers	Early Years Register, Voluntary Childcare Register
Day care type	
Age range of children	2 - 4
Total number of places	52
Number of children on roll	86
Name of registered person	Longleaze Pre-School and Nursery Committee
Registered person unique reference number	RP520537
Date of previous inspection	16 March 2015
Telephone number	01793 848978

Longleaze Pre-School and Nursery registered in 2001. It operates from the grounds of Longleaze Primary School. The nursery employs 16 members of staff. Of these, three hold qualified teacher status, one holds an appropriate childcare qualification at level 5, and 11 hold appropriate childcare qualifications at level 3. The nursery offers care from 9am to 3pm Monday to Friday, during term time only. It receives funding for the provision of free early years 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.

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