

Inspection of Longoak Pre-school

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

Inspection date:

23 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy to come into the setting and have good attachments with their key person. They settle well, explore toys in the room and engage in activities that have been set up.

Children practise handwashing and are confident to ask staff when they need to go to the toilet. They talk about healthy lifestyles and engage in conversations and activities. At snack time, children taste different fruit, but do not have the opportunity to prepare these themselves or pour their own drinks. As a result, they are not given the chance to be independent or gain a sense of responsibility.

Children play in the garden and use wooden planks to build and create bridges, but when asking for help, staff do not always encourage them to keep trying. Children explore water play and use equipment that supports critical thinking, such as filling up syringes with water.

Children show a positive attitude to their learning. They are curious and join in with adult-led activities. For example, children listen to stories at the end of the session and demonstrate actions related to songs and nursery rhymes. This encourages them to learn new rhymes and talk about familiar books.

What does the early years setting do well and what does it need to do better?

- Although staff undertake risk assessments, there is no system in place to check that this is effective. As a result, gates are not always locked and small items could become a hazard for younger children, such as batteries from a toy. In addition, leaders do not monitor staff's practice to ensure that two-year-old progress checks are completed on all children, and in a timely fashion.
- Staff support children to develop their speaking and listening skills by modelling language and giving them time to respond. They identify children who need additional support with their speech. However, staff do not always make swift referrals to gain extra help. This does not support children's individual needs.
- Leaders have adapted their drop-off and collection routines, in view of the COVID-19 pandemic. Parents are currently not entering the building during these times. Children are still in bubbles throughout the room with their key persons. Staff set up a range of activities to support children in the seven areas of learning. However, this is not always planned well enough so that all children can access and make the best progress possible.
- Staff encourage children to use manners and praise them for their efforts. Sometimes, expectations for positive behaviour are not consistent. Children are not encouraged to tidy up when toys are tipped out of boxes. This means that some children do not learn the importance of managing risks or developing a

sense of responsibility. Most children behave well and play thoughtfully together. Staff provide strategies to support the very few children that need help in managing their feelings. Coloured emotion cards are used to reinforce choices, enabling children to develop a sense of right and wrong.

- Staff build on learning opportunities to extend children's understanding of healthy eating and lifestyles. However, children are not encouraged to prepare their own fruit or pour their own drinks at snack time. This does not allow for them to make choices or support children's independence skills.
- Information about children's learning and development is shared with parents in newsletters and online platforms. Innovative ideas, such as nursery rhyme of the week, are given to parents to encourage communication and language skills. Parents speak about the quality of care and mention that children make good progress, particularly with their speech. Staff extend language when playing, such as 'squash and squeeze' which allows children to hear new words to add to their vocabulary.
- Leaders use early years pupil premium funding effectively to support children's learning and development. For example, extra staffing is in place to provide targeted support for children who require additional help.

Safeguarding

The arrangements for safeguarding are effective.

Leaders manage recruitment processes well and records are clear and well organised. As a result, the staff are suitable to work with children. Staff have a good knowledge of their responsibilities for keeping children safe. They identify the signs that a child may be at risk of harm. Leaders ensure that staff understand the procedures to follow and who to contact should there be any concerns. They provide staff with regular access to safeguarding training and share information from course that they have attended. Staff provide parents with information to help them keep children safe online when using the internet at home.

What does the setting need to do to improve?

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

	Due date
ensure that robust risk assessments are embedded at all times, inside and outdoors	23/06/2022

implement effective monitoring systems to ensure that documentation meets the requirements of the early years foundation stage and that swift referrals are made to support children's development	23/06/2022
provide a well-structured curriculum that identifies precisely what children need to develop in each area of learning.	23/08/2022

Setting details

Unique reference number	EY252060
Local authority	Hampshire
Inspection number	10073163
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	26
Number of children on roll	36
Name of registered person	Long Oak Pre-School Committee
Registered person unique reference number	RP519763
Telephone number	02380 403769
Date of previous inspection	13 January 2016

Information about this early years setting

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

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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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