

# Inspection of Longoak Pre-school

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

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Inspection date: 11 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children come into pre-school happily. They are greeted by warm, kind and caring staff. Children eagerly give their key person a hug as they come in. They use their key person for reassurance if needed. Children learn to identify different emotions they may be feeling. For example, staff have labelled pots with the different emotions and colours found in the 'Colour Monster', such as yellow for happy. Children place their peg in the different-coloured pots to let staff know how they are feeling today. Staff skilfully support them through this and talk to children about what they are feeling and why. They take care to validate children's feelings.

Staff encourage children to problem solve and critically think. For example, staff prompt children to think about what will happen when they mix cornflour and water together. They think through ways to mix it together successfully. Staff develop children's mathematical knowledge as they play. For example, staff encourage children to measure the worms they have found to see which is the longest.

Children learn to be independent through everyday routine tasks. For example, staff support them as they learn to use tongs to serve themselves snack. They are also encouraged to try things, such as managing their own personal care needs. For example, children learn how to wash their own hands.

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

- The manager is passionate about her provision and the changes they have made recently. The staff have worked tirelessly to improve the provision and outcomes for children. The manager has created a culture of regular reflection and evaluation as they continue to evolve.
- The manager and staff have worked together to create a curriculum that is now ambitious, builds on what children know and is designed for the specific children in their care. There are clear aims for children's overall learning. For example, children work towards being 'creative cooks' and 'road safety rangers'.
- Staff use observation and assessment tools to track children's progress in relation to the overall aims for learning. They know what progress their key children have made and broadly what they need to learn next. However, children's individual next steps for learning are not yet consistently precise and focused to support children to make the best possible progress.
- The manager ensures that they provide children with experiences that they may not ordinarily have. For example, staff take children on trips on the local bus. This helps develop their knowledge of the world around them.
- Children, including children with special education needs and/or disabilities, make good progress in their learning and development. Any gaps in children's

development are quickly identified and support is put in place. This includes making swift referrals to the relevant professionals, such as speech and language therapy.

- Children who speak English as additional language are supported in a range of ways. For example, staff learn familiar words in children's home language to help them feel safe and secure. This helps children settle in quickly.
- Overall, children know the routines and the expectations of their behaviour. However, at times, children struggle with transitions, such as after lunchtime. This impacts on children's behaviour as it becomes more chaotic. As a result, children are not able to re-engage in purposeful play and learning as easily.
- Children adore finding bugs out in the nature garden. They are keen to play with the creatures they find. Staff teach children to be kind and caring towards living things. For example, staff encourage children to think about how the snail might feel being taken away from their home. These gentle prompts result in children recognising that the creatures would prefer to stay in their natural habitat instead of going home in their pockets.
- Parents comment that children 'thrive' at the pre-school. They explain how much staff care for their children. Parents comment that communication between themselves and staff works very well as they feel that they are kept informed and are included as much as possible. Parents explain that staff have instilled a sense of community amongst everyone.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms that may indicate a child is at risk of harm. They know how to report concerns to their designated safeguarding lead and the process to follow to refer to local safeguarding partners. This includes the procedure to follow if there are allegations against a member of staff. Staff now have robust risk assessments indoors and outdoors. They ensure that the environment is safe and secure. Staff help children learn to risk assess out in the garden as they create obstacle courses. The manager has a secure knowledge of ensuring staff's initial suitability through safer recruitment practices. She also has a secure understanding of ensuring staff's and committee member's ongoing suitability.

## What does the setting need to do to improve?

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

- plan more precisely for children's next steps in learning
- review and develop the organisations of transitions, particularly at lunchtime so children swiftly re-engage in their learning and play.

## Setting details

<b>Unique reference number</b>	EY252060
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10246818
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Long Oak Pre-School Committee
<b>Registered person unique reference number</b>	RP519763
<b>Telephone number</b>	02380 403769
<b>Date of previous inspection</b>	23 May 2022

## 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 9am to 2.30pm, Monday to Friday, 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 at level 3 or higher.

## Information about this inspection

### Inspector

Natasha Jarvis

## Inspection activities

- The inspector discussed any continued impact of the COVID'19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.

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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