

Inspection of Longleaze Pre-School and Nursery

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

Inspection date: 11 October 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children have warm, positive relationships with staff. They are happy to attend and settle quickly. Staff have a gentle, caring approach that supports children's emotional well-being. Key workers know children and their families well. When children first start attending, they have a settling-in period to suit their individual needs. This contributes to children feeling safe and secure.

Staff provide a wide range of resources and activities for children to play with. Children enjoy exploring the indoor and outdoor environments with their friends. Staff support children to play games, such as hide and seek, and children are highly engaged and excitedly join in. Children learn to safely take risks for themselves as they carefully balance along beams. Staff teach children about the importance of staying healthy and looking after their bodies.

Staff skilfully use visual prompts to help children learn the routines and expectations. For example, children understand that when the sand timer finishes, it is time to tidy up. Children behave exceptionally well and show respect for others. All children, including those with special educational needs and/or disabilities (SEND) and those in receipt of additional funding, make good progress from their starting points.

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

- Leaders have a clear vision for their setting. They have an ambitious curriculum and know what they want children to learn. Leaders are committed to supporting children's personal, social and emotional development to ensure that they are happy and ready to learn.
- Key workers observe and accurately assess children. They plan activities to support children's next steps that build on what children already know and can do. Staff help children to prepare for moving on to the next stage in their learning. Children are well prepared for starting school.
- Staff support children's communication and language skills well. They skilfully ask questions to extend children's learning. Staff comment on children's play and introduce new vocabulary. For example, children learn to use a range of interesting words to describe how things sound, such as 'click-clack', and use mathematical vocabulary, such as 'long' or 'short'. Children have daily opportunities for singing, reading stories and developing listening skills.
- Children develop good independent skills. Staff support even the youngest children to pour their own drinks and encourage them to get their own coats and shoes on. Children demonstrate positive attitudes to their learning. They are eager to join in with activities and play cooperatively with their friends. Children show pride in their creations and happily recall how they painted fruit and

vegetables to make printings.

- Children with SEND are supported excellently. Leaders ensure that referrals to external agencies are made in a timely manner so that children have the right help at the right time. Staff are skilled in supporting children's individual needs, and they provide appropriate interventions to ensure that children with SEND make good progress.
- Staff establish very strong partnerships with parents and other settings that children attend. The nursery holds regular events for families to attend. Staff keep parents updated on children's progress and share ideas for how they can support children's learning at home. Parents are very happy with the communication that they receive, and they say that staff are friendly and approachable.
- Children learn about their local community. They go on regular trips to the library and church, and they enjoy walks in the woods. Staff help children to understand diversity and appreciate what makes them unique.
- Leaders are very reflective and continually evaluate the nursery. They focus on the well-being and workload of staff. Leaders recognise the importance of staff attending regular training. However, there are not always opportunities for staff to reflect on the knowledge they have gained from the training and the impact this has on their practice. Staff have regular supervisions and feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop ways for staff to reflect on training they attend and have opportunities to share their knowledge with others, so it has an impact on their practice.

Setting details

Unique reference number	199369
Local authority	Wiltshire
Inspection number	10363735
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	52
Number of children on roll	40
Name of registered person	Longleaze Pre-School and Nursery Committee
Registered person unique reference number	RP520537
Telephone number	01793 848978
Date of previous inspection	7 January 2019

Information about this early years setting

Longleaze Pre-School and Nursery registered in 2001. It operates from the grounds of Longleaze Primary School. The nursery employs 11 members of childcare staff. Of whom, one holds qualified teacher status, two hold an appropriate childcare qualification at level 5 and seven hold appropriate childcare qualifications at level 3. The nursery opens from Monday to Friday, during term-time only. Sessions are from 9am to 3pm. It provides funded care and early education..

Information about this inspection

Inspector
Amy Fedrick

Inspection activities

- 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 foundation stage curriculum.
- The children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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