

# Inspection of Discovery Vine Childcare Centre - Longsands

Longsands CP School, Longsands Lane, Preston, Lancashire PR2 9PS

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Inspection date: 7 August 2025

<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	Good

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

### The provision is good

Children thrive in this warm, welcoming setting, which has a distinctive family feel and strong community ethos. The mixed-age groupings and holiday club provision create a unique environment where children form close relationships across age groups. This helps children feel secure, valued and part of a wider pre-school family. Children are happy and settled. This is because staff build strong, nurturing bonds and provide consistent routines.

The curriculum is broad, ambitious and driven by children's interests. It inspires curiosity and supports children as they build their confidence. As a result, all children, including the youngest, make good progress and develop a positive attitude to learning. This prepares them well for their next stage of learning. There are high expectations for all children, including those with special educational needs and/or disabilities (SEND). Children are supported through personalised approaches, external partnerships and strong parental involvement. Staff know children well and adapt activities to meet their individual needs, ensuring all children can participate and succeed.

Children's behaviour is consistently positive. They show kindness, take turns and follow routines well. Staff are calm and consistent, and they model respectful interactions through their pre-school values. This helps children to develop strong social and emotional skills.

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

- The pre-school provides an ambitious curriculum that supports all children to make progress across the seven areas of learning. Planning is informed by regular assessments, and activities are adapted to meet children's interests. As a result, children remain engaged and make good progress from their starting points.
- Staff build children's communication and language through effective use of open-ended questions and rich vocabulary across all activities. For example, during a play dough activity, children were encouraged to describe textures using words such as 'sticky' and 'stiff'. This develops children's confidence to express themselves and enhances their vocabulary.
- The curriculum is implemented effectively to develop early mathematics through purposeful, hands-on experiences. Children learn to use number and measure in meaningful contexts, such as weighing ingredients or counting during games. This promotes their early problem-solving skills and deepens their understanding of mathematical concepts.
- Generally, children develop a strong sense of personal responsibility and independence through daily routines. They pour their own drinks, clear plates,

wash their hands and manage their belongings confidently. However, at times, the organisation for children's self-care is not always well considered to support them to manage their own personal needs.

- Behaviour and attitudes are positive throughout the setting. Children know the routines well. They follow adult's instructions and respond respectfully during group times and transitions. This consistency supports a calm environment where all children feel secure and ready to learn.
- Staff actively teach safety and help children understand how to respond in emergencies. For example, children confidently explained to visitors that if they hear the red tambourine, they must find a member of staff. As a result, children feel secure, develop a sense of responsibility and are well prepared to manage risks both inside and outside the pre-school.
- Partnerships with parents are strong and well established. Parents report that they are well informed through daily updates, reports and meetings, and that they value the key-person system. This close partnership ensures continuity in learning and enables parents to support progress at home.
- The pre-school works closely with other professionals to support children with SEND. Regular meetings, tailored plans and gradual transitions are used to meet individual needs. This inclusive approach ensures children receive the support they need to make sustained progress.
- Leaders provide staff with effective support through regular supervision and access to training. This enhances staff knowledge and confidence. Staff feel well supported and reflect on their practice regularly. This strong leadership ensures the quality of education remains high and continues to improve.
- The pre-school fosters children's personal development through a rich curriculum that includes growing food, cooking and learning about healthy lifestyles. Children recall planting and harvesting vegetables and can remember when they made courgette muffins. These experiences support children's understanding of the world.

## **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:**

- improve the organisation of children's self-care to support them to manage their personal needs.

## Setting details

<b>Unique reference number</b>	EY479191
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10398604
<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 11
<b>Total number of places</b>	54
<b>Number of children on roll</b>	323
<b>Name of registered person</b>	Discovery Vine Limited
<b>Registered person unique reference number</b>	RP520266
<b>Telephone number</b>	01772798022
<b>Date of previous inspection</b>	1 November 2019

## Information about this early years setting

Discovery Vine Childcare Centre - Longsands registered in 2014. It is one of six settings run by Discovery Vine Limited. The pre-school employs seven members of staff. Of these, three hold a childcare qualification at level 6, one has also achieved qualified teacher status and one has achieved early years professional status, and three hold level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. The nursery offers the government-funded places for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lisa Oakley

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 SEND.
- 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 manager and the inspector carried out a joint observation.
- 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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