



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY103182

DfES Number:

INSPECTION DETAILS

Inspection Date	31/01/2005
Inspector Name	Maggie Thorp

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Langdale Pre-School
Setting Address	St Vincents School The Ridgeway Mill Hill London NW7 1EL

REGISTERED PROVIDER DETAILS

Name	The Committee of Langdale Pre-School
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ORGANISATION DETAILS

Name	Langdale Pre-School
Address	St Vincents RC School The Ridgeway Mill Hill London NW7 1EL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Langdale Pre-school is run by a voluntary management committee of local people and was established in 1975. In 2001 the pre-school moved into and were registered in a self contained part of the new purpose built premises of St Vincent's Roman Catholic School in Mill Hill. The pre-school is a short walk from Mill Hill East tube station and is on green belt land. The pre-school has two play areas indoors and a large outdoor playground. It runs two nursery sessions 9:00-11:30 and 12:45-15:15 each week day, term time only. Most children currently attending are from local Roman Catholic families however, those from other Christian denominations and other faiths are able to attend. Some children with special needs attend the nursery. The nursery receives nursery education funding for 44 children. There are 3 children who speak English as an additional language currently attending. All 6 members of staff hold appropriate qualifications. The Head, Deputy and two staff member have level three early years qualifications. One staff member has a level two qualification and one is working towards a qualification. The nursery receives support and advice from a teacher advisor from Barnet Early Years Child Care Planning Group.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Langdale Pre-school provides high quality nursery education which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff use both planned and naturally occurring events very skilfully to maximise children's learning and encourage their curiosity. Children hearing rain on the roof went on a trail to discover where it goes, and learnt all about sloping rooves, gullies and drain pipes. Children's behaviour is managed very positively and there is a calm busy atmosphere in the nursery.

Staff have developed a comprehensive planning system which covers the different aspects of all six learning areas. Interesting themes are chosen which capture children's imagination and attention. The activities planned generally provide enjoyment and learning for both older and younger children. Children with special educational needs are very well planned for. The indoor and outdoor environment is very well organised and each area is well resourced.

The graphics area has a wide range of drawing and sticking resources and different types of paper, the garden log pile has magnifying glasses, pens and notebooks beside it.

Staff are constantly noticing and recording what children are achieving. They use these well to identify children's progress and to inform their planning. Staff know children well and although next steps are discussed but not recorded, these are incorporated well into what is planned. However, more able children have the potential to progress even further than planned in one or two areas.

The sound leadership and management produces clarity about roles and responsibilities and very good teamwork. Staff use their initiative and there is a strong commitment to professional development.

The partnership with parents is very good. Parents receive comprehensive information about the nursery and how and what children learn. Staff chat informally each day with parents and hold regular open evenings.

What is being done well?

- The high quality of leadership and management has resulted in a very well established committed staff team who foster good relationships with children and parents and who constantly evaluate and develop what they provide.
- The indoor and outdoor environment are very well organised and resourced, offering children choice, variety and rich opportunities for self directed learning.

- Special educational needs are identified quickly and staff skilfully adapt the environment and routines to support the child not the other way round.
- Children's knowledge and understanding of the world is supported very well by the wide range of different opportunities provided for children to explore the natural world and by the very interesting themes planned that help children talk and learn about their families and homes.

What needs to be improved?

- the children's assessment records so they identify the next steps for more able children to enable them to progress even further

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidentially make choices from the wide range of activities provided. They explore new experiences enthusiastically and concentrate for extended periods. Staff foster children's independence well - children choose their snack, pour their own drinks and clear away independently. Children relate well to staff and each other, they can negotiate and take turns. The way children pray together daily and learn about their own faith, and find out about other cultures is very positive.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language confidently in a variety of situations. These skills are extended very effectively by staff. Children enjoy using books and listen attentively to well read stories. They give clear thoughtful explanations in response to questions at story time. Children are developing a good understanding of letter names and sounds. Many can write their own names and children write as part of activities - they make appointments in the hairdressing area and record findings outdoors.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidentially to 10 and above. They pick out their age from numbers displayed and say what is more than and less than their age. Children measure, talk about size and sort during practical activities. They compare the length of worms and sort insects by types. Children do simple calculations in action songs and when sharing things out and their knowledge of 2D shapes is very good. Knowledge of higher numbers, further calculating and 3D shape names is explored but less often.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning a lot about the natural world, many can name and talk about different insects and describe what plants need in order to grow. Staff help children to notice changes and to speculate why things happen. Children working with wet sand discovered the harder they squashed it the more water they could collect from it. Children design and build keenly. Excellent opportunities are provided for children to talk about their families and homes and to notice how people change with age.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have frequent varied opportunities for physical play. The access and resources in the garden and the parachute games foster children's agility well. Children use balls, bikes, and climbing frames with good co-ordination. Children learn about how their bodies work, and they listen to each others' fast beating hearts after exercise. Children use tools safely and with control. They cut up vegetables for soup, use scissors, hole punches and split pins in the graphics area.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enter into role-play enthusiastically. Staff provide very well resourced role play areas and take part themselves to extend children's imaginative play. Children are learning about rhythm and to use different percussion instruments. Children produce detailed pictures and models using paint, felt tips and clay. Staff encourage the children to share their thoughts and ideas and children express their delight or disgust when exploring the feel of slimy clay and holding baby slugs.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Continue to develop the identification of next steps in children's learning so, for example, more able children can go even further in mathematical development.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.