

# Langdale Pre-School

Inspection report for early years provision

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EY103182

**Inspection date**

27/03/2012

**Inspector**

Kay Williams

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Langdale Pre-School opened in 1975. In 2001 the pre-school moved into purpose-built premises within St Vincent's Roman Catholic School which is situated in Mill Hill, within the London borough of Barnet. The pre-school serves Roman Catholic families and those of other faiths living within the local urban community. The pre-school is managed by a voluntary committee. It provides some free early education for children aged two, three and four years. Children use a playroom with ready access to an outdoor play area. The pre-school opens for five weekdays during school terms. Sessions run from 8.45am to 3.30pm. The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time in the early years age group. There are currently 50 children aged from two to under five years on roll, some in part-time places. The pre-school currently supports children with special educational needs and/or disabilities and those learning English as an additional language. The pre-school has five members of staff, all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, all children make significant progress in all areas of their learning because staff interactions are highly effective in supporting children's enjoyment and achievement. Children feel very safe and extremely secure, and display an exceptional sense of well-being. There are highly positive relationships with parents. Staff have established particularly effective and much-valued systems which keep parents very well informed about their children's welfare and achievement. Candid self-evaluation systems and meticulous action planning support the team to sustain exceptionally well the pre-school's successful continuous development.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to enhance the existing systems for tracking children's progress towards the early learning goals, particularly in regard to information and communication technology (ICT).

## **The effectiveness of leadership and management of the early years provision**

Children's safety is of paramount importance to the staff at this pre-school. Comprehensive safeguarding policy and procedures are clearly understood and followed by all, and shared with the parents. The manager implements robust recruitment procedures to make sure that only staff who have been rigorously vetted are able to work with the children. Visitors are carefully monitored; meticulous risk assessments and thorough daily inspections of the premises safeguard the children highly effectively.

The pre-school engages in regular, accurate self-assessment. Daily dialogue and structured planning meetings provide the platform for reflection and forward planning. As a result, the quality of the provision continues to go from strength to strength. The 'parent's voice' is also captured within the self-evaluation process. Consequently, the pre-school has changed the timings of some of the sessions to offer a more flexible provision for children. Children's views and ideas are also carefully represented. Parents are offered comprehensive information about the pre-school. They regularly involve themselves in their children's learning by volunteering during the session and by sharing children's interests. They participate in joint planning meetings for children's future learning. Staff form close links with local schools to ensure that children benefit from a smooth transition once they are ready to leave the pre-school. Staff provide an exemplary range of resources, including many excellent natural materials. For example, the outdoor area provides children with challenging climbing equipment that extend their physical skills.

The leadership and management form an exceptional feature of the pre-school. The team is highly organised. Comprehensive, strategic planning means that the staff work closely with, and inclusively for, all the children. This inclusion successfully supports children's individual needs and ensures that they make excellent progress in all areas of learning. Several children make exceptional progress. The manager is passionate about her work and the team shares a vision of providing high-quality early years provision. To this end they link effectively with the local authority advisory team and regularly attend pertinent training to strengthen their knowledge. For example, staff plan to attend ICT training to address the identified minor weakness in the curriculum. Furthermore, they are proactive in their independent research to ensure that their practice remains exemplary and children's learning experiences remain of the highest quality.

## **The quality and standards of the early years provision and outcomes for children**

Children thoroughly enjoy their time spent at the pre-school. Because staff have comprehensive knowledge of the Early Years Foundation Stage framework and a professional understanding of how to support effective early learning, they have

created an excellent learning environment in which all children thrive. Children enter the pre-school joyfully, confidently parting from their parents; they settle without delay to an inspiring activity of their choice. They clearly feel very safe and show an extremely strong sense of security because they enjoy a real sense of belonging at the pre-school. They are greeted with enthusiasm and have their own special place to store their belongings, which they regularly visit throughout the session to store their artistic creations. Relationships are excellent on all levels. Children display genuine concern for each other as they fetch each other tissues or help to clear up a friend's spilt milk. Their behaviour is exemplary and there is a real sense of fun within the pre-school. Children celebrate each other's achievements, bursting with pride at the accomplishments of others.

All children make significant progress in relation to their starting points. The home visit programme, coupled with written information from parents, gives staff a wealth of information from which to begin planning for all children's learning. Furthermore, staff have piloted a more manageable system to meticulously track progress towards the early learning goals which they are rolling out for all children. As a result, children are high achievers who often excel in their learning. For example, many children can competently ride a two wheeled bike or independently complete simple addition sums on the magnetic number board. Younger children really concentrate and persevere to display the correct number of fingers as they sing number rhymes. Children get engrossed in the story session and delight in their fun, creating re-enactment of the character that does everything backwards. All children's learning needs are very well supported and younger children are able to choose whether or not they wish to join the story group.

Children show an enthusiastic attitude to learning and are especially independent in choosing where to play and what to play with. They take pleasure in observing the development of the pre-school's tadpoles as they track their progress using reference books. They respond with enchantment as they dig for 'dinosaur feet' in the soil. Staff extend children's learning by encouraging them to examine their finds under a magnifying glass. Children are confident and competent communicators and they easily recognise their written names and those of their friends. Children have a positive understanding of their own cultures and those of others as they celebrate a range of carefully selected festivals and events throughout the year. Staff are especially mindful in ensuring that no group is disadvantaged. They have made some significant changes to practice to support boys to make more effective use of the early writing resources and to further support those children who are learning English as an additional language.

Children demonstrate a knowledgeable understanding of healthy eating as they talk about milk being good for their bones and that sugar makes teeth bad. They enjoy a health snack which they can access throughout the session to accommodate all children's dietary needs. Children engage in an extensive range of outdoor activities benefiting from regular exercise and fresh air. They enjoy making their own decisions about when to play outdoors and make excellent use of the inspirational outdoor learning area.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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