

Langdale Pre-School

St Vincents School, The Ridgeway, Mill Hill, London, NW7 1EL



Inspection date

10 December 2015

Previous inspection date

27 March 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Managers are visionary and passionate about their practice, driving and motivating staff towards excellence. Staff support management's vision and work to ensure that ongoing quality improvements are identified and effectively addressed. Consequently, outcomes for children are continuously improved.
- Staff provide children with wonderful opportunities to understand how technology works. Children use the digital camera to take photographs of each other. The staff show them the memory card and very effectively explain how it holds the photographs. Children are full of questions and excitement as they use the printer and see their printed pictures appear.
- Children play in highly stimulating learning environments, both indoors and outside. The wonderful interactive displays entice children to explore, for example, they wind up and listen to music boxes. Outside, children grow fruit and vegetables which they use for healthy snacks. They are encouraged to look at nature through binoculars and use factual books to extend their learning even further.
- Parents are extremely happy with the service provided and the strong, emotional attachments their children develop with their key person. Staff and parents meet very regularly. Parents state they are exceptionally well informed of their children's progress and feel positively included in their learning.
- Right from the start, staff have high expectations of children at mealtimes. They sit with them and model exemplary social behaviour. This helps children quickly learn how to enjoy their meals in the company of their friends.

What the setting needs to do to improve further

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

- implement the new teaching methods gained through highly effective research, to even more precisely meet the learning needs of all children currently attending the pre-school.

Inspection activities

- The inspector observed activities both indoors and in the outside play areas and talked to the staff and children at appropriate times.
- The inspector carried out a joint observation and held a meeting with the manager.
- The inspector looked at children's assessment records, planning documents and a range of other documents, including the safeguarding procedure.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and of the pre-school's self-evaluation form.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding children are effective. The dedicated manager and motivated staff have excellent knowledge of their responsibilities to safeguard children. The robust recruitment procedures ensure that the best possible staff are employed. Staff new to the pre-school and students on placements are assigned a mentor. This helps them to quickly feel that they are a valuable member of the team. The regular observations of staff's teaching, supervisions and appraisals lead to a very high level of consistent practice. Staff are supported by a highly effective programme of training. They are confident in their abilities and talk about how they use their qualifications and experience to continually review the excellent teaching strategies. The whole team are currently researching how best to support the learning of the large groups of boys currently attending. Staff demonstrate a determined drive to continuously develop their practice. They reflect on the views of children and parents and implement highly effective changes to help children have the best start in their education.

Quality of teaching, learning and assessment is outstanding

Children flourish and make rapid progress in their learning, considering their starting points. Staff consistently encourage children to explore, think critically and make their own decisions in their play. Staff communicate superbly with children, including those who speak English as an additional language. They play alongside children and describe what they are doing, such as flattening dough, to help to strengthen children's vocabulary. Children have a wealth of opportunities to write. They write messages on a white board for their Christmas card photographs. They are keen for staff to help them write their own messages to their family. They show skill and determination to form letters correctly and are very pleased with their attempts. All staff are highly skilled in their teaching. They take account of the ways in which children like to learn. For example, they help children who love to run around to develop games in which they have to cooperate and work together.

Personal development, behaviour and welfare are outstanding

Children's awareness of healthy lifestyles is very well supported as they enjoy a range of healthy snacks, play outside in the garden and go for walks, making the most of the school grounds. Disabled children and those with special educational needs are supported extremely well. Staff meet with parents and take advice from other professionals to ensure that all children's individual needs are met. Staff are inspiring role models. They speak to children with respect, reminding them about the expectations for behaviour and children respond to these most positively. Children clearly demonstrate that they feel confident and happy at the pre-school. They rapidly make friendships and form strong attachments to the staff.

Outcomes for children are outstanding

Children make rapid progress from their individual starting points. Assessment of children's learning is extremely precise and accurate. This includes rigorous monitoring of different groups of children across the setting, to ensure that all children are superbly prepared for their next stage of learning at school.

Setting details

Unique reference number	EY103182
Local authority	Barnet
Inspection number	1024256
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Langdale Pre-School Committee
Date of previous inspection	27 March 2012
Telephone number	020 8959 7427

Langdale Pre-School was registered in 2001. The pre-school employs five members of staff, of whom four hold appropriate early years qualifications. The pre-school is open Monday to Friday from 8.45am to 3.30pm, through school term time. The pre-school provides funded education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs and children who speak English as an additional language.

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