

Golders Hill Pre - School Nursery

Golders Hill School, 666 Finchley Road, LONDON, NW11 7NT



Inspection date

25 April 2016

Previous inspection date

4 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified staff work very effectively together. They show a clear desire to make improvements through their regular evaluations of practice, daily discussions and detailed planning. This helps all staff to adopt the very clear and focused vision of continually enhancing the quality of care and learning for children.
- Staff provide a stimulating range of activities based on children's interests both indoors and outdoors. As a result, all children are motivated and eager learners, who make good progress.
- Children's personal development and well-being are supported effectively by the warm and affectionate care given to them by the staff team. Children demonstrate a real sense of belonging.
- Partnerships with parents are very good. They speak highly about the staff team and feel actively involved with their children's learning and development. Parents are well informed about their children's progress through daily discussions, reports and regular meetings. Staff use a number of successful methods to enable parents to support and extend their children's learning at home.

It is not yet outstanding because:

- In the pre-school, the performance management and professional development of staff are not always sharply focused on how the good quality of teaching will be raised to outstanding, so that outcomes for children improve even further.

What the setting needs to do to improve further

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

- Focus performance management and the professional development of staff in the pre-school more effectively on how the quality of teaching will be raised to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school nursery manager and the senior management team.
- The inspector looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of staff working in the pre-school nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Ruth Patel

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff assess and minimise risks successfully. They are confident about how to protect children and keep them safe from harm. Regular meetings are used to discuss individual children and their progress, staff training needs and any concerns staff may have. This enables any gaps in children's learning to be identified and interventions sought quickly. Staff's qualifications have a positive impact on the good quality of the provision. The senior management team supports staff through regular appraisals. They have identified the need to work in partnership with the pre-school manager to strengthen performance management and professional development, to further raise the good quality of teaching to the highest level.

Quality of teaching, learning and assessment is good

Staff know all children very well. They gather information about children's capabilities when they start and use this information to plan appropriate activities for them. Staff are responsive to children's specific learning needs. Planned activities take into account the next steps and interests for each child. Babies enjoy using a range of role play resources, such as cups and spoons, to recreate real-life experiences. Older children develop good social skills during group activities, such as singing. They listen to instructions carefully and get excited when working together as part of a team to find animals hidden in the garden. Babies use their fingers to explore paint and they have a go at copying the accompanying actions when they sing songs and rhymes. Staff promote children's communication and language effectively by modelling new words and encouraging children to describe what they see. Children take pride in saying hello in both English and French.

Personal development, behaviour and welfare are good

The staff present a happy and welcoming environment. The key-person system is well established and effective. This helps to nurture positive relationships with children and their parents. Staff have high but realistic expectations that help children to develop independence. Staff are good role models who encourage children to share and take turns. Children behave well, show kindness, concern and respect to others. Children's awareness about the importance of a healthy lifestyle is fostered well as they have regular opportunities to play outside, run around, balance and climb. Staff encourage children to learn about different cultures and festivals and they develop positive attitudes to one another. Staff display children's work regularly. This contributes to their emotional well-being, as children have a sense of belonging and pride in their achievements.

Outcomes for children are good

Children make good progress in their learning and development and are settled and happy. They initiate their own play and select appropriate resources to use. Children become confident, independent learners and develop good social skills as they play cooperatively with other children. They are well prepared for their next stages in learning, including the move to school.

Setting details

Unique reference number	EY400490
Local authority	Barnet
Inspection number	1024263
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 3
Total number of places	12
Number of children on roll	22
Name of provider	Golders Hill School Limited
Date of previous inspection	4 May 2010
Telephone number	0208 4552589

Golders Hill Pre-School Nursery was registered in 2009. The pre-school nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and 4. The pre-school nursery opens from Monday to Friday during term times only. Sessions are from 8.50am to 11.45pm. The pre-school nursery supports children who speak English as an additional language and children who have special educational needs or disability.

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