

# Inspection of Langdale Pre School

St Vincents Rc Primary School, The Ridgeway, London NW7 1EJ

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Inspection date: 21 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

The nursery is an extremely calm, safe and highly stimulating environment. Children use the exceptionally high-quality resources and equipment well. For example, staff organise an extensive range of high-quality natural resources indoors and outdoors. These help children to be curious, investigate, solve problems and develop a sense of awe and wonder about the world. Children develop their independence and follow their own ideas.

Staff share consistently high expectations for every child. They establish exceptional partnerships with other professionals, such as speech and language therapists and other health professionals. This helps them to support children with special educational needs and/or disabilities (SEND) superbly. For example, staff regularly ask parents to seek advice, review children's progress, and set them challenging targets.

Children's behaviour is exemplary. They benefit from warm relationships with staff and peers, and initiate conversations with their friends. They are confident communicators. A culture of respect is fostered through the way that staff and children speak to one another. Staff encourage children to talk about their feelings and this helps them to understand the impact that their behaviour choices can have on others. For instance, children manage their own behaviour impressively as they follow established rules for outdoor play. This helps to promote their health and safety.

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

- Children attending the nursery school have a love of stories. They immerse themselves in the small-group activity programme that includes a lovable, familiar book character. They listen intently to the staff and react with delight as they repeat their favourite parts of familiar stories. Staff use opportunities extremely well to enable children to predict familiar sounds and rhymes and learn about letters and the sounds they make. Children make outstanding progress in their communication, language and literacy skills.
- The highly experienced manager and dedicated staff work extremely hard together to maintain the high-quality provision. They have very high expectations for all children. They go above and beyond in their commitment to ensuring that activities are coherently planned around children's needs and interests. The manager and staff use this information to deliver an exceptional curriculum and learning environment in which children flourish. Children are highly engaged in their play. Plans for children with SEND and for those who speak English as an additional language are excellent. Interventions are precisely targeted, and teaching is consistent. As a result, all children make rapid

progress in their learning.

- Children experience a rich and exciting curriculum that is tailored precisely to each child's interests and learning needs. For example, staff have created an extremely safe, highly resourced woodworking area, with real tools, where children can talk about their ideas as they design and build. Staff skilfully weave all areas of learning into these activities. Children achieve high levels of literacy and numeracy.
- Children learn about healthy lifestyles. They have access to plenty of space in a truly inspirational outside area, where they can run and happily challenge their physical skills. In addition, they have a wealth of opportunities to learn about the natural world. They use their senses to explore the unique and vibrant woodland area. They enjoy growing their own vegetables, fruits and herbs, and enjoy nutritious meals provided by parents.
- Partnerships with parents are extremely strong. Staff share a wealth of information with parents from the outset to establish a highly consistent approach to give the best possible learning experiences. Parents are very complimentary of the staff and nursery.
- Staff value the opportunities that they have for training and development and the encouragement to pursue their own interests. They appreciate the manager's concern for their well-being and work satisfaction. Staff say that they feel valued and highly supported in their role. They say that they are proud to work at this nursery.
- Children arrive at the nursery highly motivated and with very positive attitudes to learning. They develop excellent levels of independence and learn to put on their own hats and coats and confidently tend to their own self-care needs from an early age, ready for school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff's safeguarding knowledge is excellent and is acutely relevant to the needs of the children and the community. All staff are well trained and highly vigilant. They know how to share any concerns or worries about children's welfare. Staff carry out stringent risk assessments to promote children's health and safety. They act swiftly and persistently to ensure that every child is safe and well protected. Children approach risks and challenges with astounding confidence. Staff work closely with other professionals to ensure consistency in care, and support with early help. There is a robust recruitment process and a thorough induction for all new staff to ensure their suitability to be with children. Wider safeguarding issues, such as extremism, are fully understood by all staff.

## Setting details

<b>Unique reference number</b>	EY556071
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10190164
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Langdale Pre School CIO
<b>Registered person unique reference number</b>	RP556070
<b>Telephone number</b>	02089597427
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Langdale Pre School registered in 2018. It operates from premises within the grounds of St Vincent's Catholic Primary School, which is situated in Mill Hill, in the London borough of Barnet. The nursery is open each weekday from 8.45am until 3.30pm, during the school term time. The nursery receives funding for free early education for children aged two, three and four years. Of the four staff who work at the nursery, three staff hold a relevant early years qualification at level 3 or above. The manager holds qualified teacher status.

## Information about this inspection

### Inspector

Laxmi Patel

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk of the nursery to discuss the intent of the activities and how staff plan the learning spaces.
- The manager and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to staff, parents and children and considered the written views of parents.
- The manager and the inspector held a meeting. The inspector looked at relevant documentation and evidence of the suitability of persons 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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