

Lithos Pre-School

The Tenants Community Hall, 48 Jacaranda House, Lithos Road, London, NW3 6EF



Inspection date

8 March 2016

Previous inspection date

10 May 2012

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

- Children develop strong emotional attachments with their key persons. This helps them to feel secure and have a strong sense of belonging.
- Staff are highly adept in promoting children's independence and social skills. Children are developing in confidence and are emotionally well prepared for school life. They manage their self-care successfully.
- The vibrant educational programmes are engaging and provide rich learning opportunities for children. Children benefit from the experience of outings and meeting visitors to the pre-school. This contributes well to their growing understanding of the world around them.
- Children are well supported through strong partnerships with parents and other professionals. Parents receive regular information about their children's progress. They speak highly of the staff and the high quality of care and education provided.
- The manager provides strong leadership for an effective and reflective staff team. Accurate self-evaluation, alongside the views of parents, staff and children, ensure that the pre-school continues to improve. Action plans are in place to facilitate the process.

It is not yet outstanding because:

- On occasions, staff miss opportunities to extend children's understanding and introduce new mathematical concepts and vocabulary.

What the setting needs to do to improve further

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

- build on staff's skills so that they make the most of all opportunities to extend and deepen children's understanding of new mathematical concepts and vocabulary.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Vicky Turner

Inspection findings

Effectiveness of the leadership and management is good

The manager and her staff team are committed to improving outcomes for children. The arrangements for safeguarding are effective. Rigorous recruitment procedures ensure that staff are suitable to work with children. There are effective systems for monitoring staff's work through supervision and performance management. This helps staff to improve their knowledge and practice through well-targeted training opportunities, relevant to their roles. They are therefore well qualified to meet children's varying needs. Good tracking systems give staff a clear overview of how children are progressing. This helps them to identify any gaps in the learning of different groups of children and target appropriate support for those who need it. There are good arrangements for monitoring children's attendance. Children attend regularly and benefit from the varied learning opportunities on offer.

Quality of teaching, learning and assessment is good

Teaching is effective. Children make good progress towards the early learning goals. Children who speak English as an additional language are well supported and also make good progress. Staff make regular, accurate observations of children. This information is used to plan challenging, interesting learning opportunities, based around themes and children's interests. This motivates children, who are curious and eager to participate. Staff engage in meaningful conversation with children, modelling language and extending their vocabulary. Children participate in group discussion times, listen to stories and are encouraged to take books home to read with their families. They move around the room with excitement as they investigate light using torches in dark places. They investigate mini-beasts, talk about plants and know what plants need to grow. Staff help parents to support their children's learning at home.

Personal development, behaviour and welfare are good

Staff provide a safe, stimulating and well-resourced learning environment where children can play, learn and explore. Children are happy and eager to attend. They confidently explore their environment and access what they need for their play. Children behave well. Staff set very clear boundaries which are gently reinforced throughout the session. Praise is used effectively to acknowledge positive behaviour and learning. Staff value and display children's work and listen to children's views and suggestions. Children are involved in choosing resources and equipment for the pre-school. They learn to respect each other's differences and have good opportunities to learn about people and communities and to celebrate various festivals. Children count and name colours in French. They enjoy healthy snacks and learn about the importance of eating healthily. The well-equipped outdoor space provides good opportunities for daily physical activity. The key-person system is successful. Parents are well engaged in their children's learning and share information about their children's achievements at home.

Outcomes for children are good

All children, including those for whom the pre-school receives additional funding, achieve well. They are developing good key skills in readiness for the next stage in their learning.

Setting details

Unique reference number	EY437652
Local authority	Camden
Inspection number	1024282
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	12
Name of provider	Pre-School Learning Alliance
Date of previous inspection	10 May 2012
Telephone number	02074316180

Lithos Pre-school was registered in 2003. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.30am to 1.25pm. The pre-school provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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