

Linden Leas Pre School

Hawes Down Infant School, The Mead, West Wickham, BR4 0BA



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| Inspection date | 13 October 2017 |
| Previous inspection date | 14 February 2014 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- Staff know children exceptionally well and have implemented highly effective systems to follow their individual interests during their time at the nursery. For example, new planning is responsive to the children's suggestions and staff ensure that they can access equipment and resources independently during their play.
- The manager is inspirational as she leads by example and provides exemplary support and mentoring for staff to help them build on their knowledge and skills. For example, following her lead, staff support children extremely well as they use outdoor areas to explore. This has particularly helped the less confident children in learning to speak as a part of the group and communicate during play.
- All children make excellent progress in relation to their starting points. Staff prepare them extremely well for the next stage in their education, including starting school.
- The manager and staff make excellent use of detailed, precise observations and assessments. Using these, they identify and plan for the next stages in children's learning. They carefully track the excellent progress of individuals, as well as groups of children, to ensure that any gaps in development are quickly closed.
- The manager and staff set exceptionally high expectations for children's behaviour. Children behave impeccably well. They have a strong awareness of following the pre-school's rules and demonstrate an exceptional understanding of the importance of these.

What the setting needs to do to improve further

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

- consider even more ways to help children make smooth transitions between activities and routines, to further support all children at such times.

Inspection activities

- The inspector observed the quality of teaching and staff interactions with children, and completed a joint observation with the manager.
- The inspector spoke to staff and the manager during the inspection.
- The inspector met with and took account of the views of parents spoken to during the inspection.
- The inspector observed and interacted with the children in the inside and outside environments.
- The inspector sampled documentation, including staff and children's records, policies and procedures, and evidence of staff suitability to work with children.

Inspector

Acima Hosein

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Health and safety practices are strictly adhered to, to ensure children's health needs are always met. Highly effective monitoring helps the manager to identify any gaps in children's development and targeted support is quickly offered when needed. All children make excellent progress from their starting points, including those who have special educational needs and those who speak English as an additional language. The manager proactively involves parents and staff to help her to plan and make extremely good, ongoing improvements. Excellent partnerships with parents and other professionals contribute tremendously to underpinning the outstanding development of all children.

Quality of teaching, learning and assessment is outstanding

Staff offer extensive opportunities for children to explore a wide range of stimulating, challenging activities and experiences, which help all children make exceptional progress. Younger children persist at their chosen activities for sustained periods. Staff are remarkably skilful in their involvement in children's play. This ensures that children are given opportunities to play independently and with adult support. Older children are continually engaged in meaningful conversation as staff continue their first-rate support. For example, they continually ask questions to challenge children's critical-thinking skills, to enable children to make links in their learning and extend their language skills. Detailed, accurate assessments are used extremely well to inform planning and are shared with parents and other professionals, to further support children's excellent progress in all areas of development.

Personal development, behaviour and welfare are outstanding

Children are highly motivated to learn. Younger children show maturity as they follow the excellent examples set by staff. For example, they are keen to help each other take turns so everyone has a go during group activities. Older children delight in developing their preferences as they discover activities of their interest to explore. They have excellent opportunities to develop their physical skills and learn about healthy lifestyles. Overall, staff support children very well as they move between activities and follow routines, although occasional lapses mean that some children become confused about where they need to be. However, staff are highly responsive to meeting children's needs. They quickly offer children support when they need it and children rapidly become re-engaged in activities.

Outcomes for children are outstanding

All children make outstanding progress. They develop excellent skills in readiness for school or the next stages in their learning. For example, they develop excellent physical skills and most become increasingly independent as they learn to put on their own coats and shoes and manage their lunches without help. They listen attentively to staff during activities, build high levels of concentration and become excellent communicators.

Setting details

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| Unique reference number | EY465546 |
| Local authority | Bromley |
| Inspection number | 1069496 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 33 |
| Number of children on roll | 54 |
| Name of registered person | Lesley Caroline Davies |
| Registered person unique reference number | RP514672 |
| Date of previous inspection | 14 February 2014 |
| Telephone number | 07933763183 |

Linden Leas Pre School registered in 1981. The nursery is in West Wickham. The setting offers care from 9am to 3.30pm on Monday to Friday, for 38 weeks of the year. The provider employs 11 staff who work with the children. All staff hold appropriate childcare qualifications. Of these, eight staff hold qualifications at level 3 or above. The nursery receives funding to provide free early education for children aged two, three and four years, and also receives early years pupil premium funding.

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