

# Inspection of Magdalen Nursery

The Lodge, Magdalen Road, LONDON SW18 3NP

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Inspection date: 1 August 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children thrive in this caring nursery. They quickly settle as they arrive, and they are greeted by the enthusiastic and nurturing staff. Children's emotional well-being is supported through the smooth transition procedures that are in place and the positive relationships that children form with staff. Staff know children well and are sensitive to their individual needs. For example, staff quickly notice when babies need reassurance and use strategies that soothe them effectively. Children feel safe and secure. Children of all ages demonstrate high levels of confidence. They can independently access a wide range of resources that spark their interest and curiosity. Older children listen carefully to instructions as they help to set up activities. This supports their preparation for moving on to school. Younger children enjoy lots of sensory play as they explore ice cubes in a tray. Children are developing positive attitudes to learning.

Children develop their curiosity as they play with the water. Babies giggle as they stop the water spouting from the fountain with their hands. Children are supported with their emotional development as they explain how they feel and link their emotions to different colours. They show determination and persevere with tasks. They enjoy receiving praise for their achievements. Children understand the rules and know what is expected behaviour and behave well. They share resources, take turns, help each other to carry out small tasks and use good manners.

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

- Staff plan and implement a broad curriculum which is strongly linked to children's interests. Staff observe children and use assessments to monitor their development. Staff respond quickly to any concerns that they have about children's progress and ensure that children receive the support that they need. The special educational needs coordinator and managers work in partnership with other professionals to ensure that staff receive specialised training to be able to meet the individual needs of all children. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Staff interact positively with children and lead activities that engage children through their interests. Staff know children well and use this knowledge to support them in planning for their next steps in learning. However, at times, staff do not prepare younger children who are engaged in an activity when it is time to finish. Therefore, children become upset as they do not understand what is happening or expected of them.
- Children benefit from experiences that help to promote their physical development. For example, children whizz around the outdoor area on bicycles, racing down the incline. Children show great strength and determination as they

work together to carry the trays they need for their foot spa. Children's physical skills are well supported.

- Children snuggle up as they enjoy stories read by staff in cosy areas inside and under the cover outside. They delight in using props to retell from memory the stories that are familiar to them. Children enjoy looking at factual books, explaining to visitors the different insects they see. Children who speak English as an additional language share books from home and flourish as they teach their friends animal names in their home language. Children are developing a love of reading.
- Children benefit from being in this language-rich environment. Staff talk to children about what they are doing. Older children enjoy communicating with each other and are confident to join in with group discussions. Overall, children's language and communication skills are developing well. However, on occasions, staff do not use the correct word for children to learn. This impacts on children developing their vocabulary even further.
- Parents are complimentary about the nursery. They are pleased with the progress that their children are making and say that staff have high expectations. Parents appreciate the advice and support given to them by the nursery and say that they are kept well informed about their children's progress.
- The managers place a large emphasis on promoting the well-being of staff. Staff comment that they feel supported and valued. They develop their expertise over time through effective coaching and the many professional development opportunities they are offered. The managers and staff are committed to providing high-quality care for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Risk assessments and daily checks are carried out to ensure that hazards are minimised and a safe environment is maintained. Staff talk to children about safety and are deployed effectively to maintain ratios. Staff can identify signs and symptoms that might indicate a concern about a child's welfare, and they all know the procedures to follow. Staff regularly complete safeguarding training. They understand the importance of a whistle-blowing policy and would record and report any inappropriate behaviour. Robust recruitment and ongoing suitability procedures are in place to ensure that all staff are suitable to work with children.

## **What does the setting need to do to improve?**

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

- improve routines to ensure that children are prepared for what is happening next, to therefore minimise their upset and confusion
- develop staff's understanding of the importance for children to hear the correct

word to enhance their vocabulary.

## Setting details

<b>Unique reference number</b>	EY433435
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10219757
<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>	0 to 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Magdalen Nursery & Daycare Limited
<b>Registered person unique reference number</b>	RP904136
<b>Telephone number</b>	0208 8704022
<b>Date of previous inspection</b>	17 August 2016

## Information about this early years setting

Magdalen Nursery registered in 2012. It is located in Earlsfield, in the London Borough of Wandsworth. The nursery is open from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6.30pm. The nursery employs 20 members of staff, including the manager. Of these, 14 staff hold appropriate early years qualifications. One staff member holds early years professional status. Six members of staff are working towards a childcare qualification. The nursery provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what she wants the children to learn.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector sampled documents, including evidence of staff's suitability and qualifications.

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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