

Inspection of Linden Tree Nursery School

52 - 54 Webb's Road, Battersea, London SW11 6SF

Inspection date: 19 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children and parents receive a warm welcome by a member of staff from the child's room when they arrive. Staff gather information from parents as they hand their child over, which helps staff understand how to tailor the child's care and learning. Staff are nurturing and kind, which helps children to feel valued and secure. Children show that they are happy as they explore, confidently interact with each other and staff. For example, children investigate materials such as flour, sand and soil. Younger children show good curiosity as they explore how to place shapes onto a peg board and turn them to see how they move. Older children work out how to get the consistency of play dough right. Children speak confidently as they talk about what they like most at nursery.

Children learn to play alongside their friends. They are supported to learn about feelings. For example, staff talk to children about having 'kind hands'. Children manage their personal hygiene needs well for their age. They are growing in independence. For instance, they learn to put on their coats and shoes. Children use numbers spontaneously in their play. They learn mathematical concepts, such as 'big', 'small' and 'straight line'.

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

- Staff use children's interests to arrange the learning environment. They provide a varied curriculum, both indoors and outdoors, to enhance children's learning. However, sometimes staff do not use opportunities well, to ensure that children are supported to stay engaged and focus on purposeful play and learning.
- Staff give children's communication and language development high priority. They model language well. For instance, they speak clearly to children, ask questions, and give them time to respond. Staff encourage children to listen to each other, which allows them to share their thinking and ideas. They support children learning English as an additional language well. For example, they gather words and phrases from parents in children's home language. Staff who speak the same language as children converse in both English and the children's home language. As a result, children make good progress given their starting points.
- Older children enjoy making play dough. They develop their strong finger muscles as they manipulate the dough. For instance, they roll, squeeze and pinch the dough, which supports their writing skills. Younger children develop their physical skills well. They learn to toddle and pull themselves up to stand. Others who are more mobile learn to climb over objects safely.
- Children develop a love of books and are provided with plenty of opportunities to enjoy books. For example, younger children cuddle with staff as they listen to stories of their choice. Staff use varied intonation to help bring the stories to life

and support children's participation. Older children, who are fascinated about the world, spend time looking at books about planets. They interact very well as they read and talk about the pictures with staff who effectively extend their knowledge and understanding.

- Children learn about the importance of oral hygiene. For instance, they brush their teeth after lunch with the gentle guidance of staff. Children enjoy a wide range of freshly prepared healthy meals and snacks. They enjoy regular exercise, which supports their physical health and well-being.
- Partnership with parents is strong. The manager arranges times for parents to discuss information about children's progress and learning. Staff find out about children's interests and experiences from home. They provide parents with activity ideas. Parents speak highly about the staff team and comment positively about the support they receive to continue children's learning at home.
- Staff work well together and comment that they enjoy working at the nursery. The manager values the staff team and provides effective support, ensuring staff have regular opportunities for training. However, management must now continue to seek further ways to help all staff develop a deep knowledge of teaching and learning that consistently supports children in purposeful play.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibility to safeguard children, which includes whistle-blowing. They are aware of the signs and symptoms that might indicate a child is at risk from harm or neglect. Staff receive regular safeguarding training, including the 'Prevent' duty. They know the procedures to follow if they have any concerns regarding a child's welfare. The management team has robust recruitment procedures in place and completes ongoing checks to ensure the suitability of all staff. They ensure rigorous risk assessments and daily checks are completed to make sure the environment is free from hazards and children's safety remains a high priority.

What does the setting need to do to improve?

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

- improve support to enhance children's focus and attention, while allowing them to explore their own play and learn ideas to the highest levels
- build on the already good practice and seek further ways to help all staff provide high-quality teaching, to consistently support the play and learning experiences for children.

Setting details

Unique reference number	EY309037
Local authority	Wandsworth
Inspection number	10234938
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	43
Number of children on roll	46
Name of registered person	Linden Tree Nursery Schools Limited
Registered person unique reference number	RP525622
Telephone number	0207 924 2722
Date of previous inspection	23 November 2016

Information about this early years setting

Linden Tree Nursery School registered in 2005. It is located in Battersea, in the London borough of Wandsworth. The nursery is open Monday to Thursday, from 8am until 6.30pm, and Friday 8am until 6pm, for 51 weeks of the year. The nursery employs 15 staff including the manager. 11 staff are qualified between levels 2 to 6. Most staff have a valid first-aid qualification certificate. The nursery receives funding for the provision for free early years education for children aged three and four years.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the provider.
- The manager and inspector carried out a learning walk together and discuss the setting's intentions for children's learning.
- The manager and inspector carried out a joint observation and discussed the impact on children's learning.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this on children's learning.
- The inspector spoke to parents and children and took account of their views.
- The inspector held discussions with management about safer recruitment.
- The inspector looked at relevant documents, including paediatric first aid, qualifications, insurance and suitability checks.

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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