

# Inspection of Linden Tree Nursery School

18 Old Town, Clapham, London SW4 0LB

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Inspection date: 1 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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's individuality is valued, as staff know the children's individual needs and interests well and celebrate achievements. Leaders are ambitious for what they would like the children to be able to do. Children practise self-serving and cutting fruit, which develops their independence skills. As a result, children are ready for the next stage in their learning journey.

Children engage with the world around them and feel part of the community. They visit their local parks, which parents comment is an activity they love. Younger children share mealtimes with the older children. They are confident to communicate with each other and care for one another. For example, children ensure their friends have their belongings and involve each other in play. This supports the children's social development as they build relationships with their peers.

Children have positive attitudes and work together to resolve conflict. Staff ensure children know the behavioural expectations, as they remind them to use their 'kind hands'. Children use timers in their play to support turn taking as role modelled by staff. This builds on the child's self-esteem, and children feel happy and secure in the nursery, as they know what is expected of them.

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

- The nursery team builds open and honest relationships with parents and carers. Staff know that parents are important to children's well-being and development. The manager leads by example, and children's needs are at the forefront of discussions with parents. As a result, parents feel supported with any changes in their lives, such as preparing children for their new sibling.
- Leaders have clear expectations for communication and language development. Throughout the nursery, staff immerse children in songs and books. Toddlers get active as they take part in action songs. Pre-school children select books to look at by themselves or with their friends, and together they experiment with making their own songs. For children who need additional support, staff use visual aids alongside words and extend activities to support physical needs. This develops the children's love of reading and extends their range of vocabulary.
- However, leaders need to develop staff's teaching with early literacy skills. Staff do not always consider the way they teach phonics, which can be confusing for the children.
- Staff use sensory experiences to develop language and for children to explore their bodies. For example, staff encourage babies and toddlers to smell their fruit at snack time. In pre-school, children move objects around their body while staff name the body parts. This helps children to develop self-awareness as they

explore the world around them. Staff are confident to follow the children's lead during activities. For example, babies instigate exploring flour on the floor and walking through it. Staff narrate as children explore. This supports communication and language development and values the child's individuality.

- Children learn about the importance of looking after themselves. Staff encourage them to drink water 'to stay hydrated'. Staff support children in brushing their teeth by using hand over hand to model how to brush. Staff extend children's learning, as they discuss textures and taste as they brush.
- Children engage in learning throughout the day. However, during transitions, children can become distracted. For example, during mealtimes, children wait around as tables are set or food is served. This is an area that leaders have begun to provide support for.
- Staff use mathematical language with all children. Staff model the counting of musical instruments with babies while singing. Pre-school children explore and solve problems as staff ask how many more blocks they need. As a result, children talk about the tall structures they are making with the inspector. This demonstrates that children are learning to use mathematical language correctly in their play.
- Leaders have high expectations and a clear vision for the staff team. They are aware of what staff are doing well, including their knowledge of each child's needs. Leaders support new staff in gaining their level 3 qualification, and staff are active in their ongoing training to develop their skills. Staff benefit from peer-on-peer support or attending training. As a result, they are clear on how to develop their day-to-day practice.

## Safeguarding

The arrangements for safeguarding are effective.

It is a priority from the very beginning of employment that staff complete training on keeping children safe and attend regular training to keep up to date. The manager and staff take effective measures to supervise children, both in the nursery and on outings. All staff in the nursery know what signs and symptoms to look out for that may indicate a child is at risk of harm. They are confident on the procedures to report a concern about a child and how they can escalate their concerns beyond the company, if needed. In addition, staff are confident on what to do if they are concerned about a staff member and their behaviour.

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

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

- support staff to develop their teaching techniques in early literacy skills
- continue to improve transitions having a positive effect on children's learning.

## Setting details

<b>Unique reference number</b>	EY387820
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10276576
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	37
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Linden Tree Nursery Schools Limited
<b>Registered person unique reference number</b>	RP525622
<b>Telephone number</b>	0203 900 2737
<b>Date of previous inspection</b>	21 July 2017

## Information about this early years setting

Linden Tree registered in 2009, and it has adopted the Froebel approach. It is one of three nurseries run by Linden Tree Limited and operates from Clapham, London. The nursery is open each weekday, from 8am to 6.30pm, Monday to Thursday, and 8am to 6pm on Friday, for 51 weeks of the year. The nursery provides funded early education for three- and four-year-old children. The nursery employs 18 members of staff, 15 of whom hold early years qualifications between level 2 and level 6.

## Information about this inspection

### Inspector

Tina Twynham

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what the manager wants their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a mealtime routine.
- The inspector spoke to several parents during the inspection and took account of their views.

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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