

Inspection of Magdalen Nursery, The Cottage

Foremans Lodge, Streatham Cemetery, Garratt Lane, London SW17 0LT

Inspection date: 3 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, and their parents confirm how much they enjoy coming to this nursery. There are strong bonds between the children and staff, who are extremely friendly and approachable. Children receive lots of praise and enjoy spontaneous cuddles with staff. This has a positive impact on their confidence, learning and personal development. Children benefit from staff's strong emphasis on supporting their welfare and safety, which is evident in the nursery's culture. They receive clear messages from staff on how to behave well.

Children respond positively to staff's high expectations for their learning. For example, older children listen well and contribute their thoughts as they learn about the sizes of the planets. They demonstrate strong communication skills, such as when talking about their recent holidays and family members. Younger children delight in being physically active, indoors and outdoors. They learn to manoeuvre themselves around the furniture and practise their walking skills carefully. Children are socially confident. For instance, the older ones speak with visitors and ask questions to show their curiosity. Children have positive attitudes to learning. They are well prepared for the next stage of their education.

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

- The manager, who is relatively new to her role, has provided staff, parents and children with much-needed stability at the nursery. She works collaboratively with her dedicated staff team to achieve a high-quality and inclusive setting.
- The manager uses the self-evaluation process effectively to prioritise areas for development. For example, she has made positive changes to the curriculum to enrich children's experiences. The manager acknowledges that staff now need to strengthen information sharing with all parents for a more consistent approach to children's learning.
- Staff use their accurate observations and assessments to plan activities for the children. However, during some planned activities, they do not establish well enough what children know and can do to consolidate their learning. For example, staff shy away from engaging children in dialogue to help them to remember what they have learned.
- Staff have a strong working partnership with other professionals who are involved in children's care. They act on the advice received to ensure that children make good progress from their starting points. For instance, staff follow a programme of activities to promote children's overall physical development.
- Children of all ages hear numbers during play, songs and conversations. This encourages children to join in and copy actions. Older children receive good levels of encouragement to solve simple problems and add and subtract items. These opportunities give children a strong starting point to support and extend

their mathematical thinking.

- Staff are extremely kind and gentle. They are highly responsive to children's individual needs and changing moods. This supports children's emotional well-being effectively. In addition, staff are good at modelling the language of feelings which help children to regulate their own emotions.
- Staff benefit well from coaching and training opportunities to develop their teaching practice. They gain higher qualifications which boost their self-esteem and confidence. Some staff have completed training to enhance their understanding of how children learn. This has had a positive impact on children's enjoyment and motivation levels.
- Children enjoy managing age-appropriate tasks, such as at mealtimes. For example, they are keen to help staff to prepare the tables for lunch. Staff encourage younger children to feed themselves and to drink from a cup, to promote their growing independence skills.
- Children's understanding of the world around them is developing well. They have opportunities to care for living things when planting herbs and vegetables in their garden. Cultural activities, such as those relating to Diwali and Lunar New Year, help to raise children's awareness of similarities and differences between people.
- Teamwork is particularly strong at this nursery. Staff work well together, which creates a harmonious environment. This contributes to the promotion of children's positive behaviour and attitudes to learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow rigorous procedures to check and assess staff's suitability to work with children. They hold regular discussions with staff to ensure that they have a good understanding of safeguarding issues. As a result, staff are confident in identifying indicators of abuse, including if a child is being exposed to extremist views/behaviour. They know the procedures to follow should they have a concern about a child's welfare. Staff supervise children well. They reinforce safe practices, such as when using the slide in the outdoor environment. This encourages children to think how they can minimise accidents to help keep themselves safe.

What does the setting need to do to improve?

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

- explore other ways of sharing information with all parents to ensure that they are fully informed about all aspects of their children's learning and development
- support staff to plan group activities more effectively in order to consolidate children's learning even further.

Setting details

Unique reference number	2623738
Local authority	Wandsworth
Inspection number	10276020
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	44
Number of children on roll	53
Name of registered person	Magdalen Nursery & Daycare Limited
Registered person unique reference number	RP904136
Telephone number	020 8682 1386
Date of previous inspection	Not applicable

Information about this early years setting

Magdalen Nursery, The Cottage registered in 2021 and is located in the London Borough of Wandsworth. It opens Monday to Friday, from 7.30am to 6.30pm, all year round, except public holidays. The nursery employs 13 members of childcare staff, including the manager, who holds early years teacher status. Eight staff members hold childcare qualifications from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 showed the inspector around the nursery and explained how staff plan and implement the curriculum. She conducted a joint observation with the inspector and evaluated the impact of this on children's learning.
- The inspector held meetings with the manager and business manager to discuss matters relating to leadership and management. She discussed the nursery's approach to safeguarding with managers and staff.
- Parents spoke with the inspector to share their views on the quality of the provision, which were considered for evaluation purposes.
- The inspector observed children's learning, indoors and outdoors. She interacted with children at appropriate times during the inspection.
- The required documents were checked, such as staff's suitability checks and training records.

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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