

Inspection of Linden Leas Pre School

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

Inspection date: 3 October 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this nurturing and inclusive pre-school. They arrive happy and excited to begin their day and receive a warm greeting from dedicated staff. Children make independent choices about their play and learning. They show that they feel safe and secure as they explore ambitious activities with confidence. For example, children work together to identify different shapes they see around the pre-school and use mathematical language, such as 'round' and 'straight', as they talk to staff and each other about what they have found. Staff use their exceptional knowledge and understanding of children's individual needs to help all children make rapid progress, including children with special educational needs and/or disabilities (SEND).

Leaders and staff plan a varied and exciting curriculum that inspires children to learn. All children benefit from skilful interactions with staff. For instance, through exploration, children discover that different lengths of piping make different sounds when they drop them on the ground. Staff use targeted, open-ended questions to encourage children to think and enhance their ideas. Children show fascination as they learn about cause and effect.

The pre-school is a hive of activity. Children consistently show positive attitudes towards their learning and high levels of engagement as they play and learn. For example, children develop their critical-thinking skills as they think about how to share pieces of cake with their peers during imaginative play. Children's behaviour is excellent. Staff are wonderful role models and demonstrate good manners. Children are polite and respectful and show they understand the impact their behaviour has on others. For instance, children offer to share resources with friends when their friends become upset.

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

- The leadership and management of the pre-school are inspirational. Children are at the centre of everything they do. The manager seeks the views of staff, children and parents to make continuous improvements. She has a clear vision and accurate oversight of the quality of practice. The manager provides staff with targeted training and feedback on their practice, and this supports the excellent quality across the pre-school. For example, staff recently took part in anti-racism training, and this has led to staff evaluating their practice and looking at their interactions with children. Staff say that they feel extremely well supported, and morale is high.
- Staff have very high expectations of children. Children's independence is an important part of the curriculum. Children enjoy being a 'helper', who moves around the pre-school to call children to snack and politely 'serves' children with

additional bread at the snack table. Children relish the opportunity to help staff and each other. For instance, a small group of children work together to help their friends carry large hoops outside to continue their play.

- Staff place a priority on the curriculum for communication and language, and it is part of all aspects of pre-school's activities and routines. Strong links with speech and language specialists and a skilled special educational needs coordinator (SENCo) mean that staff receive support to help children who may have delays in language. This joined-up approach ensures that no child is left behind, and all children make exceptional progress in their communication and language abilities.
- Children spend lots of time accessing and sharing books with staff and their friends. Staff read to children in a way that excites them and brings enjoyment. Staff understand how to sustain children's engagement with stories, such as by providing props to allow children to act out stories in their play. Children focus keenly and use props to help retell the story of 'We're Going on a Bear Hunt'. These experiences help children to develop a love of early reading and support their communication and imagination skills.
- Children with SEND receive excellent support and make the best possible progress at this pre-school. Staff make a meticulous assessment of children's learning to identify children's needs early, and the right support is put in place. For example, staff put detailed support plans in place for all children with SEND. Staff use additional funding to provide support for children who may need it. The SENCo works effectively with other agencies to give children and families the support they need. She ensures that the curriculum is accessible to all children by overseeing the support that is in place.
- Leaders and staff have developed remarkable relationships with parents. Parents talk about the 'safe and nurturing environment' and their enjoyment of sports days, fashion shows and fairs. Leaders and staff have established an effective two-way flow of information through daily discussions, information-sharing on an app and parents' evenings. Parents receive an abundance of information about how to support their child's development at home. Parents state that these exceptional relationships have helped their children make excellent progress with their development since they started attending.
- Children receive exceptional support to help them learn about what makes them unique and celebrate their successes. For example, children design t-shirts and then display them in a 'fashion show' for parents and staff. Staff compliment children's different features as they look in mirrors and draw themselves for a display. This supports children's high levels of confidence and self-esteem.
- Staff and children embrace the celebrations of various cultures and religious events, embedding a deep and meaningful respect for the diversity of all people. Parents visit the pre-school to discuss their heritage with children. Staff encourage parents to share cultural resources to give children an insight into the differences in the way people live. Staff welcome parents into the pre-school to discuss their occupations and give children an additional view of diversity in families.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a strong understanding of their safeguarding responsibilities. They ensure that the premises are safe and secure. Staff share information in a timely and professional way. They have a good understanding of local reporting procedures. Leaders work harmoniously with other professionals to keep children safe. All staff regularly complete safeguarding training. They are well informed about a range of child protection issues, such as female genital mutilation and county lines. Staff can identify the indicators that a child may be at risk and talk confidently about the signs and symptoms of abuse. They understand the reporting procedures. Staff know what action to take if they have concerns about a colleague's behaviour.

Setting details

Unique reference number	EY465546
Local authority	Bromley
Inspection number	10285650
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	2 to 4
Total number of places	33
Number of children on roll	61
Name of registered person	Davies, Lesley Caroline
Registered person unique reference number	RP514672
Telephone number	07933763183
Date of previous inspection	13 October 2017

Information about this early years setting

Linden Leas Pre School registered in 1998 and is located in West Wickham. The pre-school opens from 9am to 3.30pm, Monday to Friday, for 38 weeks of the year. It employs 10 staff who work with the children. All staff hold appropriate childcare qualifications. Of these, eight staff hold qualifications at level 3 or above. The pre-school receives funding to provide early education for children aged three and four years, and it also receives early years pupil premium funding.

Information about this inspection

Inspector

Jacque Brown

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the manager about how the pre-school uses additional funding to support children's learning and needs.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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