

Inspection of Linden Children and Family Hub Nursery

86-92 Rectory Road, LONDON N16 7SH

Inspection date: 29 January 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this exceptional nursery. Staff know children extremely well and this is reflected in the curriculum, which is carefully tailored around children's individual interests and needs. For example, toddlers wrap cuddly, soft-toy animals up in bandages in their veterinary role-play area, developed after children showed an interest in animals. Staff carefully observe children and skilfully engage in child-led play to enhance and extend learning. Children show consistently high levels of engagement and curiosity as they make choices about their activities.

Staff work together to deliver predictable routines that children benefit from. They take a consistent, positive approach to behaviour management and actively teach children how to play together, such as taking turns to climb over building blocks. They support children to self-regulate and teach them how to calmly resolve conflicts. As such, children understand what is expected of them and learn how to behave appropriately. This leads to a calm and purposeful environment.

Leaders know the community they serve very well and put children at the heart of every decision they make. They secure the timely support of other professionals to ensure children and their families receive any additional support they need. This helps children to overcome potential barriers to learning. All children make excellent progress from their individual starting points.

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

- Staff prioritise building warm and caring relationships with children to ensure the nursery feels like a safe and secure space for them. They develop cosy, 'language-friendly' spaces and set up invitations to play based on children's individual interests. This supports children's emotional well-being and gives them the confidence to explore and take ownership of their learning.
- Leaders implement highly effective strategies that support children's language development. For example, attention-building activities are so embedded that children lead their own sessions during independent play. Staff constantly talk about what children are doing as they play, modelling new vocabulary and asking questions to promote thought and conversation. Staff understand the value of storytelling. For example, younger children enjoy sensory stories and older children are encouraged to build their own stories. Over time, children make superb progress and develop into confident communicators.
- The special educational needs coordinator is very experienced and passionate about her role. She works alongside staff and parents to identify concerns at the earliest opportunity and is quick to secure the support individual children need. Staff have received training to confidently use strategies that promote inclusive practice and support children with special educational needs and/or disabilities

(SEND) to access the curriculum. These strategies include a strong use of visuals and Makaton signing. Children with SEND receive excellent support and make remarkable progress over time.

- Leaders have recently reintroduced home visits to better understand children's individual starting points and prior experiences. Leaders use additional funding to build on this, organising rich and varied experiences that promote a sense of awe and wonder. For instance, staff take children with a keen interest in trains on their first ever train ride. This is just one example of the opportunities staff provide to enhance children's knowledge and understanding of the world around them.
- The nursery benefits from spacious outside areas that have been superbly developed to provide opportunities for children to be physically active and to explore and be curious. For example, children work collaboratively to collect stones and line them up, in size order, to build a 'rock snake'. Children develop the confidence to try new things and share their ideas, building positive attitudes towards learning.
- Leaders have ensured staff reflect the diverse community they serve. They have invested in books and resources that support all children to feel represented and valued. They gather information from home about festivals and events that are celebrated and incorporate these into the curriculum. Children learn about other cultures and religions and to respect difference.
- Staff go above and beyond to prepare children for school. For example, leaders support parents to apply for school places and lead workshops on school readiness. They liaise with schools to ensure a thorough exchange of information, invite teachers into the nursery and take children on visits to their new schools. This helps to make the transition process more manageable for children, particularly those with SEND.
- Leaders and staff understand the importance of working alongside parents to improve outcomes for children. Staff provide regular updates and make strong use of an online app to share observations. Parents speak incredibly highly of the nursery and share that the advice and support given has been invaluable. They share examples of being signposted to parenting classes and children coming home with recipes and ingredients to make a simple meal together.
- Leaders are passionate, committed and highly knowledgeable. They are always mindful of the well-being of their staff. They strive for constant improvement but involve staff at every step to ensure they make improvements together. Staff say they feel very well supported and part of a strong and dedicated team.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY450405
Local authority	Hackney
Inspection number	10326365
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	83
Number of children on roll	52
Name of registered person	London Borough of Hackney
Registered person unique reference number	RP531769
Telephone number	020 7254 9939
Date of previous inspection	9 December 2019

Information about this early years setting

Linden Children and Family Hub Nursery registered in 1986 and re-registered in 2012 due to a change in ownership. It is located in Stoke Newington, in the London Borough of Hackney. The nursery is open Monday to Friday from 7.45am to 5.45pm. It receives funding for the provision of free early years education for two-, three- and four-year-old children. The nursery employs 14 staff. All staff that work directly with children hold recognised childcare qualifications at level 3 and above.

Information about this inspection

Inspector
Nicola Baker

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 provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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