

# Inspection of Lavender Lane Nursery

Scout Hut, 20 South Road, Hampton TW12 3PE

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Inspection date: 21 May 2025

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

## What is it like to attend this early years setting?

### The provision is good

This highly inclusive nursery helps all children flourish. The passionate and dedicated team creates a nurturing environment where every child feels valued. Staff demonstrate a strong commitment to understanding each child's unique abilities and challenges. This enables all children to make good progress across all areas of development. Leaders adapt the curriculum to meet the needs of every child, including those with special educational needs and/or disabilities (SEND) and those learning English as an additional language. They use additional funding strategically to create a sense of belonging. For example, they purchase uniforms and organise exciting outings for all the children to take part in. Funding is also used to support children's learning, with leaders allocating it for training and resources that have been recommended by professionals. This personalised approach ensures that all children receive targeted support, allowing them to thrive within an inclusive setting.

Children are happy and take joy in their learning. For example, they exclaim that making playdough is "so satisfying!". Staff use the environment well to help children create their own challenges. Children use tubes to tie blocks together to create their own Christmas tree. They place pallets on tyres and balance as they walk across them. Staff encourage children to persevere, and as a result, children develop a 'can do' attitude.

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

- Leaders work with parents to identify which experiences would benefit children the most. They then design the curriculum to help children build skills step-by-step. For example, children first touch and smell new foods before trying to taste them, making new experiences less scary. This gradual approach helps children feel confident and ready to try new things.
- Children learn new words rapidly. During an activity to explore different environments and animals around the world, staff introduce vocabulary such as 'glacier' and 'prey', which children then use. However, some group activities are not organised effectively. As a result, quieter or less confident children do not always have equal opportunities to contribute. This limits their engagement and the full impact of the learning experiences.
- Staff actively foster children's independence through everyday routines and responsibilities. Children chop their own fruit and vegetables for snack time. Children beam with pride when they put on their own boots, with gentle support from staff. Staff work closely with families to conquer potty training, even when parents are uncertain. This aspirational, supportive approach empowers children, including those with SEND, to achieve self-care skills and become equipped for the next stage of learning.

- Children's physical development is supported through varied, purposeful play. For example, children enjoy digging in the sand, rolling vehicles down ramps, and climbing trees. They paint with rollers, reaching high to make large movements that strengthen their upper bodies and support muscle control. As a result, children develop physical competence, increased confidence, and a positive attitude towards being active.
- The setting promotes positive behaviour by encouraging responsibility, such as through tidying-up routines. Staff use strategies like sending the class bear home to support consistency between nursery and home. However, expectations are not always reinforced consistently at nursery. For example, children are sometimes allowed to run indoors without reminders, which sends mixed messages about the rules. This inconsistency impacts children's understanding of acceptable behaviour and expectations.
- The setting supports children's oral health through hands-on activities. Children practise brushing toy teeth with toothbrushes and toothpaste. Staff read stories about visiting the dentist. Leaders link with local dentists to help reinforce these messages. As a result, children gain confidence in toothbrushing routines and understand how food and hygiene affect their teeth.
- The setting values children's diverse backgrounds. They display words in different languages, use voice messages in home languages, and explore similarities and differences through activities like making playdough faces. This fosters inclusion, respect, and a strong sense of identity.
- Leaders prepare children well for school. Staff prepare detailed transition reports and arrange visits from school staff. Parents are actively involved throughout the process to ensure a smooth and well-informed handover. As a result, children build the confidence, independence, and emotional readiness they need for a successful start to school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

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

- review the organisation of group activities to ensure all children are actively involved and able to engage fully in their learning
- support staff to apply consistent behaviour expectations so children receive clear messages about acceptable behaviour.

## Setting details

<b>Unique reference number</b>	2701259
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10380423
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Lavender Lane Pre-school CIC
<b>Registered person unique reference number</b>	2701258
<b>Telephone number</b>	07857151127
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lavender Lane Nursery registered in 2022 and it is located in the London Borough of Richmond Upon Thames. The pre-school is open during term time only from 9am until 3pm, Monday to Friday, except public holidays. The setting employs six members of childcare staff of whom, four hold appropriate early years qualifications at level 2 and above. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Selvakumaran

## Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years foundation stage curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- 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 told the inspector about their friends and what they like to do when they are at the setting.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager about the leadership and management of the setting.

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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