

Inspection of Lammass Green at Horniman

Horniman School, Horniman Drive, London SE23 3BP

Inspection date: 12 September 2025

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 warmly welcomed into this carefully planned, calm learning environment. Children eagerly engage in play as they run into the setting, demonstrating that they feel safe and secure. Children have clear bonds with staff. This is shown, for example, by children proudly showing staff their artwork.

Staff understand children's individual needs and know their families well. Families are welcomed into the setting and encouraged to take their time and participate in the setting. For example, parents deliver a music session, read stories or take their time at drop off and settles. Staff deliver a well-sequenced curriculum that ignites children's curiosity and deepens their knowledge. For example, staff understand children's next developmental steps well, they use this to support and plan activities. For example, children planted seeds, observed plants grow and harvested food. Staff then planned other activities, where children can continue to explore growing, planting and harvesting on their own with a wide range of tools and equipment. This approach helps children to make good progress across all areas of learning.

Staff support children to take part in a wide range of learning opportunities. Leaders pride themselves on ensuring children have different experiences. For example, children participate in local trips in the community, such as the local museum, farm, woodland walks and more. Children have good opportunities to develop their physical skills and understand the world around them. They enjoy plentiful time in the outdoor environment. Children climb hills, explore activities, climb on apparatus and learn about caring for chickens. Staff encourage children to be physical inside the setting with group games, such as parachute play. This helps children to strengthen core muscles and to develop good listening and attention skills.

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

- Leaders have a clear ambitious vision for the setting. They value their staff team and support them well. Staff have regular supervision meetings and discuss training and improvements for the setting. They feel comfortable to voice opinions with leaders as they share views and ideas. Leaders give staff opportunities to develop their knowledge and skills further. For example, leaders vision is for all staff to support children's communication and language skills by using Makaton sign language. Staff who have been trained start to teach others and introduce children to using sign language.
- Children with special educational needs and/or disabilities (SEND) are very well supported. Staff work closely with parents and carers alongside other childcare professionals to create plans and put support systems in place. Furthermore,

leaders make good use of additional funding to develop children's care and experiences. For example, by facilitating all children to participate in experiences, such as trips, animal welfare and outings. In addition, all children help to take care of 'Tiny' a local tortoise, gently washing him with brushes and feeding him.

- Staff support children's knowledge of healthy eating and hygiene through discussions and activities. For example, children develop fine motor skills by cutting their own fruit snacks to make kebabs to eat at snack time. During the activity of cutting and at mealtimes, staff question children around what is good for our bodies and how to make sure they can make healthy choices.
- Staff set boundaries and are positive role models for children. Children behave well. Staff effectively explain boundaries and allow children time to reflect on their emotions and provide strategies to help them regulate their feelings. However, staff do not always manage and plan transitions in daily routines effectively, for example the transitions between a meal time and different group activities or waiting to go outside. On occasion, children are required to wait for periods of time, during which they lose their focus and otherwise good levels of engagement .
- Staff provide a wide range of stimulating activities that support children's language, creativity and understanding of the world. Overall, children enthusiastically engage with their environment alongside a variety of activities. Staff model language effectively and question children in areas of learning. For example, as children play with the water tray, staff facilitate children's interest by adding coloured foam. Staff effectively question children about sensory elements, such as smell and texture. Staff also extend mathematical concepts, such as 'big' and 'small'. They encourage children to make links in their learning to life experiences, such as bath time at home.
- Parent speak very highly of the setting, staff, children's experiences and progression. They feel confident during settling-in periods and talk about children being keen to attend. Parents value feedback they receive verbally and electrically. Staff and leaders support, encourage and value the involvement of their parents. Such as, sharing different family cultures with the whole setting, such as food, stories and dress. up.

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:

- support staff to plan and organise transitions more effectively, to help ensure that children understand expectations and remain engaged.

Setting details

Unique reference number	2743048
Local authority	Lewisham
Inspection number	10408344
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	2 to 4
Total number of places	30
Number of children on roll	32
Name of registered person	Lammas Green Nurseries Limited
Registered person unique reference number	RP534924
Telephone number	07817175143
Date of previous inspection	Not applicable

Information about this early years setting

Lammas Green at Horniman registered in 2023 and is located in the London Borough of Lewisham. The setting employs seven members of childcare staff. Of these, five staff hold level 3 qualifications, one staff holds level 2 and 2 are unqualified. The nursery opens all year round, Monday to Friday, from 8am until 6pm. It provides government funded childcare for children aged two, three and four years.

Information about this inspection

Inspector

Tania Poulton

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- Staff spoke to the inspector about how they support children with SEND.
- 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 inspector and the manager carried out a joint observation of a communication and language activity.
- 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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