

# Inspection of The Norwegian Kindergarten In London

28 Arterberry Road, Wimbledon, London SW20 8AH

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Inspection dates: 18 to 20 October 2022

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**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

Children are happy and well cared for here. Staff help them to settle in quickly. Children are comfortable and relaxed at school. They are safe and enjoy their learning. Staff expect the best of children. They ensure that children get off to a good start.

Staff help children manage their behaviour and emotions effectively. Children are kind and thoughtful towards each other. Adults do not tolerate bullying. They deal quickly with any inappropriate behaviour. Children know the routines and they follow adult instructions well. They take part in activities with enthusiasm and confidence. Staff develop children's social skills effectively.

Leaders facilitate learning experiences, both within the kindergarten and in the wider community. For example, children explore all that nature has to offer on their weekly visits to local parks. Staff develop children's knowledge through meaningful play. This is at the heart of the school's philosophy and is firmly embedded.

Parents and carers are positive about their children's experiences in school. Many commented on how staff help their children to grow in independence. Staff encourage children to be curious about the world around them.

## **What does the school do well and what does it need to do better?**

Leaders provide an exciting curriculum that covers all areas of learning. They have trained staff to make great use of the outdoors. Children use and learn about many natural resources. For example, they learned to write their names using twigs. Children practised counting as they throw leaves in the air and watch them fall. They learned about the autumn season, as they collected conkers, pinecones and acorns to use in the creation of collages. Staff develop children's observational and sensory skills, for example through searching for different objects on a treasure hunt in the park. Staff encouraged children to describe the texture, colour and expression of a statue.

Leaders are still identifying the essential knowledge that they want children to know in some areas of learning. Sometimes, staff over-rely on focusing on what children do rather than what they have learned. This limits staff's ability to identify children's next steps in development precisely.

Leaders work with parents to identify the needs of children with special educational needs and/or disabilities (SEND). They take the time to determine the individual needs of children with SEND. Staff adapt what they teach to help children with SEND access the same learning as their peers.

Leaders have established a clear focus on developing children's communication and language. Staff model the accurate use of language. They ensure children use correct pronunciation when speaking in Norwegian or English. Adults encourage

children to think of and use words to describe their family and friendships. Staff read to children often. They use high-quality books with stories and poems. This encourages children to listen with keen interest and sustained concentration.

Children explore and discover numbers. They practise counting in Norwegian and English. Staff encourage children to compare the sizes of things they see. Children look for different shapes and patterns indoors and outdoors. Staff ensure that children gain experience in investigating and solving mathematical puzzles.

Children take part in learning with little disruption. Staff support any children who need extra help in managing their behaviour. Teachers know how to capture children's interest.

Staff foster children's personal, social and emotional skills from the earliest opportunity. Staff encourage children to reflect on their own and others' feelings and emotions. Children are taught about the similarities and differences between traditions and cultures. Staff encourage children to be respectful of different people, family structures and faiths. They are taught about different celebrations and traditions. Children contribute to their local community. For example, they visit a home for the elderly where they learn alongside residents through art and songs.

Leaders promote the development of children's healthy lifestyles. They place emphasis on the importance of being physically active. Leaders deliver statutory relationships and sex education guidance at an age-appropriate level.

The proprietor and those responsible for governance provide clear strategic direction to the school. They fulfil their statutory duties effectively. They ensure that the school meets the requirements of the independent school standards. Leaders fulfil the requirements of the early years foundation stage. They ensure the appropriate health and safety checks are in place. Leaders maintain safe and well-kept premises that are fit for purpose. The school complies with schedule 10 of the Equality Act 2010. Staff felt well supported by leaders and each other. Leaders are mindful of everyone's workload and maintaining a work-life balance.

## **Safeguarding**

The arrangements for safeguarding are effective.

The child protection and safeguarding policy is available on the school's website. Those responsible for governance review regularly leaders' work to safeguard children. Leaders and staff prioritise the safety and well-being of all children. Leaders ensure that staff are well trained to be alert to the dangers and signs of harm. Staff know the children in their care very well. They listen carefully to what children say about their feelings. This helps staff to identify any concerns as early as possible and respond quickly to them.

Staff help children in knowing how to stay safe. They teach children to know what 'appropriate touch' is.

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

### **(Information for the school and proprietor)**

- Leaders do not identify the essential knowledge that children must know in some areas of learning. Sometimes staff do not check precisely what children know and remember. This limits their ability to identify children's next steps in some areas of learning. Leaders must ensure that all areas of learning identify the important knowledge that children should learn. They must also ensure that all staff have the expertise to accurately check children's learning so that these can inform the next steps of their learning.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	141023
<b>DfE registration number</b>	315/6007
<b>Local authority</b>	Merton
<b>Inspection number</b>	10242782
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	2 to 6
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	17
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	The Norwegian Kindergarten in London Ltd
<b>Chair</b>	Erling Austvoll
<b>Headteacher</b>	Marina Tate
<b>Annual fees (day pupils)</b>	£12,100 to £16,900
<b>Telephone number</b>	020 8947 7983
<b>Website</b>	<a href="http://www.norwegiankindergarten.org.uk">www.norwegiankindergarten.org.uk</a>
<b>Email address</b>	<a href="mailto:mail@norwegiankindergarten.org.uk">mail@norwegiankindergarten.org.uk</a>
<b>Date of previous inspection</b>	22 to 24 May 2018

## Information about this school

- The Norwegian Kindergarten has been open since 1982. It shares its premises with the Norwegian School in London.
- In 2014, the Kindergarten was separated from the Norwegian School in London and registered as an independent entity.
- The school is an independent day school which follows the principles and approaches of the Norwegian Directorate for Education and Training Framework Plan for Kindergartens.
- The school offers provision for children aged two to six.
- The school's most recent standard inspection took place in May 2018, when it was judged to be good in all areas of its work.
- The school has an exemption from the learning and development requirements of the early years foundation stage.
- The school does not make use of any alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the chair of governors, members of the governing body, the headteacher, senior leaders and a range of staff.
- Inspectors carried out deep dives in communication and language; personal, social, and emotional development; and physical development. For each deep dive, inspectors met with leaders, visited a sample of lessons, spoke to teachers, observed and spoke to some children about their learning and looked at samples of children's work.
- Inspectors considered the curriculum in other areas of learning.
- Inspectors considered information provided about safeguarding arrangements. This included scrutiny of safeguarding records and the single central record. Inspectors reviewed safeguarding procedures and processes by talking to leaders and staff, and through observations of pupils.

- Inspectors considered the views of parents and staff, including through Ofsted's online surveys.

### **Inspection team**

Lascelles Haughton, lead inspector

His Majesty's Inspector

Amanda Carter-Fraser

His Majesty's Inspector

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