

# Inspection of Little Ann Day Nursery

First Floor, St Albans Church Hall, 1 Whitehorse Lane, London SE25 6RD

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Inspection date: 3 March 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### **The provision is inadequate**

Children's safety is not assured because leaders do not ensure that statutory requirements are met. Risk assessments are ineffective, and staff do not have a good enough understanding of some aspects of safeguarding. Children form positive, nurturing attachments with staff. They invite staff to join them in their play and confidently approach them for reassurance when tired. This promotes their self-esteem and sense of belonging. Children enjoy a range of activities, including sand and water play. However, the curriculum is too narrow and does not provide children with sufficient challenge or allow them to acquire all the skills they need for their future learning. Children are supported to develop their understanding of mathematics. However, staff place too much emphasis on asking children about numbers and colours. At times, staff do not always allow children sufficient time to respond. This means that children do not make progress in their communication and language as much as they could.

Nevertheless, children behave well. They understand what is expected of them and receive regular praise from staff. This helps children to develop confidence. Children have some opportunities to develop their self-care skills. For example, children learn to change their own shoes and put their own coats on. However, opportunities to practise their independence is not consistent across all daily routines. Children learn about different cultures and beliefs. They celebrate different cultural festivals, which strengthen their knowledge and understanding of their local community. This helps children to develop a sense of pride.

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

- Leaders are keen to improve the quality of provision across the setting. However, systems to monitor the quality of teaching are not robust. This means that gaps in the curriculum are not addressed swiftly so that children achieve to the highest level.
- The curriculum at this setting is not ambitious for all children. Although staff plan for and assess children's learning, they do not always have a clear understanding of what they want children to learn next. This means that children do not make rapid progress in all areas of their development.
- The quality of teaching is too variable. Staff do not adapt their teaching to take account of the different stages of children's development. For example, babies take part in the same activities as pre-school children. As a result, babies lose interest very quickly. Older children do not receive the time and attention they need to succeed. This impacts on their willingness to learn.
- Children have some opportunities to develop their communication and language skills. For example, on a local walk, children extend their vocabulary as they identify familiar objects and the features of a flower. They enjoy an array of

songs and familiar stories. However, during some planned activities, staff fail to extend children's thinking and do not pay enough attention to children's ideas. This means that children's communication, including those who speak English as an additional language, is not supported well.

- Children have regular opportunities to gain fresh air and develop their physical skills outdoors when they go for long walks. This supports their understanding of healthy lifestyles. However, for the duration of this activity, babies stay in the pushchair and do not get the chance to practise their walking skills. This hinders their ability to make swift progress in their physical development.
- Staff provide children with nutritious meals, which supports children's learning about healthy choices. However, staff do not support children's growing independence at mealtimes or consider the skills they have or need to develop. For example, staff give all children the same food to eat with a spoon. They encourage children to mix their food in the bowl. As a result, some children lose interest and need a lot of coaxing from staff to eat their meal.
- Partnerships with other agencies are established. However, leaders do not ensure that information about children who need support from outside agencies is shared with the key person in a timely manner. This means that gaps in children's progress are not addressed quickly.
- Parents are complimentary of the setting. They feel well informed about their child's progress and like the staff's warmth towards the children and the home-from-home atmosphere.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider, who is also the designated safeguarding lead, does not have a secure understanding of the safeguarding policies and procedures for the setting. She is unclear of who to contact if they are concerned about a child's welfare. This places children at risk of harm. Risk assessments lack rigour. Staff do not address potential hazards swiftly. For example, other users of the building sometimes come into contact with children when they use the shared toilet facilities. There is also a broken gate at the bottom of the stairs leading to main exit. This means that children's safety is not assured.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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implement a curriculum that is ambitious for children, is well sequenced and builds on what the children already know in all areas of learning	03/06/2022
assess the children regularly and ensure that their individual next steps prepare them well for their next phase in education, including those with special educational needs	03/06/2022
ensure that children's communication and language skills are supported through child-led activities, skilled questioning and giving children choices	03/06/2022
ensure that the provider follows their safeguarding policy consistently and knows who to contact if there are concerns about a child's welfare, and ensure that information is shared effectively	15/05/2022
undertake robust risk assessments of all areas that the children use, including those that are shared.	15/05/2022

## Setting details

<b>Unique reference number</b>	EY314260
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10214233
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Murugaiah, Malarrosa
<b>Registered person unique reference number</b>	RP906358
<b>Telephone number</b>	0208 653 5033 or 07984 094 453
<b>Date of previous inspection</b>	25 October 2016

## Information about this early years setting

Little Ann Day Nursery opened in 2005. It is situated in Thornton Heath, in the London Borough of Croydon. The nursery opens from 7am to 6pm, Monday to Friday, for 50 weeks per year. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery employs four staff, of whom all hold appropriate early years qualifications at level 3.

## Information about this inspection

**Inspector**  
Mandy Beyer

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities and snack time with the provider.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and took that into account in their evaluation 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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