

Inspection of Little Ann Day Nursery

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

Inspection date: 26 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children show that they feel happy and secure at the nursery. They form warm bonds with staff and speak about their absent friends. Children demonstrate positive social skills and interact confidently with others, including unfamiliar adults. Children understand more about the wider world during daily walks. They learn about road safety and make observations about what they see in the local community. Children develop and use their listening and attention skills well. They recall events, speak about people who are important to them and communicate their ideas.

Children enjoy using their imaginations. For example, they wear pretend stethoscopes and take on the role of doctors. Children have good opportunities to develop their independence. Younger children are eager to do things for themselves. For example, they remove their shoes and put on sandals. Older children concentrate well as they work together to complete puzzles. Children use pencils with increasing control. They eagerly tick boxes on observation sheets to indicate what they have seen while walking.

At times, activities for children lack challenge and staff sometimes interrupt what they are doing without warning. Despite this, children have opportunities to practise the skills that they need for the next stages in their learning, and their moves on to school.

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

- The provider has taken steps to address weaknesses identified at the last inspection. She identifies training to help improve the teaching practice of staff and works cooperatively with local advisers. For example, staff now use more effective teaching methods to support children's communication and language development. Although improvements are still ongoing, children make steady progress in their learning.
- Although some aspects of staff teaching have improved, the curriculum is not yet fully effective. Staff assess children's learning and identify what they should learn to make progress. However, they do not plan activities that focus on children's next steps in learning or take sufficient account of children's stages of development. This means that activities are not ambitious or challenging enough for children.
- Staff value children's backgrounds. Some staff share their language with children from similar backgrounds. They involve parents in reading stories to children in their home languages. Staff acknowledge the religious and cultural events of children and display photos of children's families. This helps children to develop a sense of belonging.

- Staff use local resources to extend children's learning. Children excitedly notice emergency vehicles on daily walks. They recognise schools where family members attend. Staff encourage children to identify numbers and letters on buses and signs. Children learn how to keep themselves safe as they hold hands and use road crossings.
- Staff provide some well-sequenced learning opportunities to help children practise important skills. Children use and develop their small-hand muscles as they use tweezers or explore the texture of cornflour. This prepares them well for later writing. Children play with vehicles that they recognise from daily walks. They go on to count cars and sort them by size.
- Staff organise some sessions, such as a weekly football club, that help children to exercise and use different movements. Children sometimes enjoy visits to the local park. Younger children build stamina as staff encourage them to walk or manage steps. Children skilfully handle utensils as they serve themselves at mealtimes. However, staff plan fewer activities that support children to engage in more active play.
- At times, children's learning is hindered by poor organisation of the learning environment. Some equipment is cluttered or not displayed well, which makes it difficult for children to fully explore resources and develop their curiosity. In addition, children's play is sometimes abruptly interrupted without warning, such as with unexpected instructions from staff to tidy up for mealtimes.
- Children behave very well. They follow instructions and show care and consideration for each other. For example, older children gently encourage reluctant younger friends to touch pine cones that they find. Children share and offer each other resources, such as when playing together at the sand tray. Younger children concentrate as they stack blocks, and show pride in their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have updated their knowledge of safeguarding issues and child protection procedures. They are alert to risks to children, such as exposure to extreme views, domestic abuse, unsafe technology or alcohol misuse. Staff know the procedures to follow if they are concerned that a child is at risk of abuse or harm. Staff implement more robust procedures to keep children safe in a shared building. They identify and manage risks effectively in the nursery and on outings. Staff maintain appropriate records of children's attendance and personal care. The provider has appropriate arrangements to check the ongoing suitability of staff.

What does the setting need to do to improve?

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

- develop the curriculum further, so that staff plan challenging activities that encourage children to solve problems and develop their curiosity
- increase opportunities for children to develop their physical skills through more active play
- review organisation of the learning environment and routines, so that children are better able to fully explore resources and activities.

Setting details

Unique reference number	EY314260
Local authority	Croydon
Inspection number	10239692
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	1 to 4
Total number of places	12
Number of children on roll	12
Name of registered person	Murugaiah, Malarrosa
Registered person unique reference number	RP906358
Telephone number	0208 653 5033 or 07984 094 453
Date of previous inspection	3 March 2022

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

Kareen Jacobs

Inspection activities

- The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The provider showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The provider and inspector discussed the teaching and learning that took place during the children's activity.
- The provider met with the inspector. Discussions included arrangements for the recruitment and support of staff and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, children's records, relevant policies and staff's professional development.
- The inspector spoke with staff and children at appropriate times.

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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