

# Inspection of Little Saints Day Nursery

37 Tamworth Road, Croydon CR0 1XT

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Inspection date:

15 December 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Children are secure, happy and enjoy their time at this culturally diverse nursery. For instance, children dress in traditional costumes and have the opportunity to taste new foods. Staff support children to celebrate different national events. This helps build on children's understanding of their uniqueness. From a young age, children behave well and build positive relationships with staff and each other. They confidently separate from their parents and respond well to caring and friendly staff. Older children delight in introducing themselves to new people and encouraging them to join in their imaginary play.

Children choose from a broad range of interesting activities and resources. For example, older children explain how they find different glitter shapes in the sand, such as 'an oval'. This supports their growing mathematical knowledge. Staff encourage younger children to name and make the sounds of different animals they find in the messy tray. This builds on their communication and language skills.

Staff know children well and identify gaps in learning at an early stage to ensure suitable interventions can be put in place. The manager has a good understanding of local referral processes. Funded children are well supported, including those with special educational needs and/or disabilities (SEND).

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

- The manager follows recruitment procedures. For instance, staff complete an interview, read policies and procedures, and provide references before they start. However, suitability checks are not robust. For example, records are not checked for staff returning to work following a long absence or when agency staff attend the nursery.
- Managers have an overview of the curriculum and know what they want children to achieve. However, this is not demonstrated consistently in practice. Staff do not have a clear understanding of their intent for individual children's learning during adult-led activities. For example, pre-school children have parts of their activity prepared for them. Young children are not given the opportunity to extend their learning using all their senses when making gingerbread biscuits. This would help provide purposeful and challenging learning opportunities for all children.
- The manager meets regularly with staff to discuss areas of development within the nursery. Staff provide some activities for children, indoors and outdoors. Children access fresh air and enjoy developing their physical skills. For instance, they use bikes and stilts. However, staff do not plan a broad curriculum for the outdoor area to support their individual ages and stages of development. This would build on children's learning and support all children to make even more

progress.

- Parents speak positively about the nursery and staff. They feel their children are safe and well cared for. Relationships with parents are good. Parents speak highly of the setting. They appreciate the diverse menus and broad range of activities their children take part in. However, the manager does not ensure that parents have a good understanding of what children are working on or their completed two-year-old progress check. This would enable parents to support children's learning at home.
- Staff consistently reinforce their expectations of children's behaviour. From a young age, children constantly demonstrate their secure understanding. For example, at welcome time, pre-school children confidently recall the rules and enjoy using the white board to share examples. Young children independently sweep up the sand when it spills. They recite helpful reminders to their friends, such as 'caring is sharing'. Children consistently behave well.
- Children are encouraged to follow appropriate hygiene practices. They wash their hands before mealtimes and when they finish messy play activities. Children are provided with a range of healthy meals and snacks. They are polite and wait patiently to take turns to serve themselves their vegetables at lunchtime. This helps to raise their awareness of how to lead a healthy lifestyle.
- Staff support children to develop their communication and language skills. They use sign language to help children understand the meaning of words. For instance, toddlers use actions as they sing nursery rhymes. Pre-school children identify different colours and shades. Staff support children with SEND during daily routines, to provide an inclusive practice.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager ensures staff that attend training for safeguarding to keep their knowledge up to date. She carries out regular questioning with staff and holds discussions during daily briefings. Staff have a secure understanding of safeguarding procedures. For example, they understand the correct procedures to follow if they have concerns about a child or in the event of an allegation against a member of staff. Staff know the different signs of possible abuse and neglect. They supervise children closely to keep them safe. For example, they sit with children when they eat. However, the manager does not consistently follow procedures when completing checks on staff. This weakness compromises children's safety.

## 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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ensure records, including information gathered when determining the suitability of staff working with children, such as the Disclosure and Barring Service records check, are in place when staff start	09/01/2023
ensure that staff have a thorough understanding of how young children learn, to enable them to plan purposeful and challenging learning opportunities and a learning environment to improve outcomes for children	09/01/2023
improve the curriculum for the outdoor learning environment to ensure all children receive good levels of support, to enhance their learning and development.	09/01/2023

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

- provide parents with information about their children's progress so they can continue to support their children's learning at home.

## Setting details

<b>Unique reference number</b>	2608982
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10251708
<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>	50
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Poleon, Patricia Gerona Sonia
<b>Registered person unique reference number</b>	RP514660
<b>Telephone number</b>	02087712111
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Saints Day Nursery registered in 2020. The nursery is in the London Borough of Croydon. The nursery is open Monday to Friday, from 7.30am to 6.15pm. There are 6 members of staff. One member of staff has a level 6 childcare qualification. Five members of staff hold appropriate level 2 and 3 early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Children communicated with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum and what the nursery wants children to learn.
- The inspector observed the interactions between staff and children.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector held discussions with parents and took their views into account.

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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