

Inspection of Happywoods Nursery (Lewisham) Limited

59 St. Mildreds Road, London SE12 0RE

Inspection date: 17 March 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

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 welfare is compromised. They are sometimes left in the care of staff whose suitability has not been thoroughly checked or who do not hold the required qualifications. Children do not receive effective support from staff to develop their curiosity or their language skills. Children with special educational needs and/or disabilities do not benefit from teaching methods that help to close identified gaps in their learning. The needs of children who speak a language other than English are not considered well. This hinders the progress that children make.

Despite weaknesses in teaching, children show that they enjoy their time at the nursery, overall. Toddlers dress up in high-visibility jackets and use pretend walkie-talkies. They confidently introduce themselves as police officers to unfamiliar adults. Children develop their physical skills well. Babies begin to pull themselves up to stand and move around with increasing confidence. Older children show agility on larger equipment and skilfully manoeuvre wheeled toys. Pre-school children show their developing literacy. They use pens to make marks and form letters on wipe boards. Some children can read.

Children play together well and share the resources on offer. However, some children do not benefit from an effective curriculum that meets their individual learning needs. Opportunities for children to build on what they already know and develop their language are limited.

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

- Since taking over leadership of the nursery, the provider has struggled to maintain an appropriately qualified and stable staff team. Weak leadership and management have had an impact on the overall quality of provision. The provider has not taken prompt action to address weaknesses in the service. The provider now works effectively with the recently appointed manager, who accurately identifies what needs to improve.
- The provider does not ensure that suitably skilled and qualified staff are deployed effectively. Some staff working with the youngest children lack experience. Others do not have the required qualifications. Staff do not stimulate babies well enough to help their development from an early stage. For example, staff do not consistently support babies to interact, babble or use language, including during nappy changes.
- The manager has started to address weaknesses in the quality of education. For example, additional funding is used to purchase resources that help to improve children's focus during activities. Proposed changes to the learning environment, for example to better reflect the languages and backgrounds of children who attend, are in their infancy. They have yet to make a positive impact on

outcomes for children.

- The manager has improved arrangements for staff supervision. Staff report that they now feel better supported and receive encouragement to develop their professional practice. For example, recent training helped staff to better understand how to support children who speak a language other than English at home. The new manager is working with staff to organise resources and model effective teaching.
- Staff need further support to implement an effective curriculum. They do not consider children's learning and development needs well enough. Staff do not support less-confident children to engage in activities. Staff do not consistently use agreed methods, such as visual aids, to help children with special educational needs and/or disabilities understand what is expected. Activities are not varied and broad enough to challenge the most-able children.
- Weaker teaching affects children's ability to develop positive attitudes to learning. At times, children become distracted or are overlooked by staff. Nonetheless, children generally behave well and make good friendships. Staff encourage children to develop their independence and to respect and understand the differing needs of their friends. This helps children to develop their social skills.
- Staff plan activities for children that acknowledge events, such as St Patrick's Day and Mother's Day. Children show that they are proud of the creations that they later take home. Parents receive information about children's experiences and achievements. They have increasing opportunities to spend time within the nursery, such as during special breakfast events.

Safeguarding

The arrangements for safeguarding are not effective.

The provider is unable to provide evidence that robust suitability and vetting checks are completed for all staff. She does not implement a consistent approach to initial and ongoing suitability checks for staff. This puts children at risk. The provider does not ensure that records are easily accessible and available to those with a professional need to see them. Staff complete training to update their safeguarding knowledge. They know the procedures to follow if they are concerned about a child or the suitability of a colleague. Staff maintain accurate records of children's attendance and personal care. They know how to respond in a medical emergency.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that robust suitability checks are implemented for all staff, and record information about the identity checks and vetting processes that have been completed	14/04/2023
improve teaching, so that staff understand how to plan and implement challenging activities that meet children's individual learning needs, including for those with special educational needs and/or disabilities and who speak English as an additional language	14/04/2023
ensure that at least one member of staff working with babies has a relevant level 3 qualification	14/04/2023
ensure that records are accessible and available to those with a professional need to see them.	14/04/2023

Setting details

Unique reference number	EY370475
Local authority	Lewisham
Inspection number	10284537
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	38
Number of children on roll	27
Name of registered person	HappyWoods Nursery (Lewisham) Limited
Registered person unique reference number	RP907088
Telephone number	02088 513122
Date of previous inspection	28 September 2018

Information about this early years setting

Happywoods Nursery (Lewisham) Limited took over the running of the nursery in 2022. It is one of three privately owned nurseries and is located in Lee, in the London Borough of Lewisham. The nursery is open five days a week all year round, from 7.45am until 6pm. There are eight staff who work directly with children. Of these, five staff hold relevant qualifications at levels 2 and 3. One member of staff holds a level 5 qualification and the manager holds a qualification at level 8. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the setting has 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.
- We carried out this unannounced inspection as a result of a risk assessment, following information we received about the provider.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with staff and parents at appropriate times during the inspection and took account of their views.
- 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 manager and inspector carried out joint observations of children's activities and discussed the quality of interactions between staff and children.
- The provider and manager met with the inspector and talked about the leadership and management 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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