

Inspection of Happy Little Angels Day Nursery Ltd

Croydon Unitarian Free Christian Church, The Croydon Flyover, Croydon CR0 1ER

Inspection date: 3 April 2023

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's good health and hygiene are not prioritised well enough at this nursery. In addition, children receive poor-quality care and education. Children's welfare cannot be assured. They do not benefit from a challenging and ambitious curriculum to help them to make the best possible progress from when they first start. Occasionally, staff engage with children positively. However, overall, staff's interactions are extremely limited, which has an impact on children's learning and development. Staff do not always help to extend children's learning to a good level.

Generally, children behave well, despite the lack of resources and opportunities available to them to meet their individual needs and interests. However, children learn to communicate with each other by screaming or throwing toys. Overall, children become disengaged and bored. Generally, they seek out and find their own learning. Children do not demonstrate positive attitudes to their learning due to staff's ineffective teaching skills and limited planned experiences.

Despite these weaknesses, children quickly settle when they first arrive. Staff greet children on arrival to help to promote a sense of belonging. Children show that they feel safe and emotionally secure. They enjoy outdoor play to help to promote their physical skills. Staff supervise children, such as when they excitedly slide down a slide and confidently balance on crates, to help to keep them safe.

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

- Leadership and management is ineffective, despite the manager's positive attitude and vision for providing quality, inclusive care and education for all children. The manager does not successfully circulate these values among staff. She does not monitor the quality of practice and provision well enough. The quality of care and education for children is inadequate. Furthermore, the manager does not ensure that the required documents are available on request during the inspection. This is a breach of requirements.
- Children's welfare is significantly compromised. Children are not provided with nutritional and balanced meals to help to promote their good health. The premises and equipment are not organised effectively. Children have extremely limited toys and resources available, particularly in the pre-school and toddler room. This means that children's individual needs, experiences and the opportunities available to them are inadequate.
- Staff carry out regular assessments to monitor children's development. However, the manager does not ensure that staff complete the progress check for children aged between two and three years. This is a breach of requirements.
- Children's learning that takes place is mostly incidental. On occasion, children have opportunities to strengthen their small-hand muscles and practise early

mark-making skills. They are eager to take part. For example, children make random marks as they paint on large pieces of paper. However, staff quickly remove these activities, without any warning to children. Overall, the implementation and impact from experiences is extremely limited.

- The manager successfully explains the skills that she wants children to learn. However, the very poorly planned curriculum does not capture children's interests or stages of development. Even though staff know children well, they do not always recognise what children need to learn next. Furthermore, staff do not fully understand the expectations for children's learning.
- The key-person approach is not established well enough to help to meet children's individual needs. On the day of inspection and during the Easter holiday period, key staff are not available, in particular in the toddler room. This means that young children do not have a consistent and settled relationship with their key person.
- Occasionally, staff help to promote children's good hygiene practices. For example, before mealtimes, children are encouraged to wash their hands. However, this is not consistent. For example, when children go to the toilet, there is not always toilet roll available for them to use.
- Staff do not engage with children in a positive and meaningful way. Their interactions are poor and do not help to promote children's communication and language development to a good level. Overall, children copy one another and learn to communicate by screaming at each other.
- The manager has arrangements in place to help to support children with identified special educational needs and/or disabilities (SEND). Nevertheless, some children who have gaps in their learning and development do not benefit from swift early intervention to help them to make the best possible progress.
- Parents were very happy with the care of their children during the COVID-19 pandemic. They comment that they were able to continue work as essential key workers. Parents welcome ideas to try at home to help to continue children's learning, as well as support to help to toilet train young children.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not assure children's safety. This is because breaches in requirements have a significant impact on children's safety and welfare. The manager and staff have undertaken safeguarding training to help to keep their safeguarding knowledge current. They have a good understanding of the different types of abuse a child may be at risk from. The manager and staff understand their responsibility to report their concerns to external agencies. The manager and most staff are trained in paediatric first aid.

What does the setting need to do to improve?

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

	Due date
ensure that documents are easily accessible and ready for inspection	15/05/2023
make sure that the meals provided are healthy and nutritious	15/05/2023
ensure that the environment is planned effectively and there is sufficient and quality equipment to meet children's individual needs	15/05/2023
complete a written progress check when children are aged between two and three years and share this with parents	15/05/2023
design an education programme to meet the individual needs of children to ensure that all children are consistently challenged to help them make the best possible progress	15/05/2023
ensure that an effective key-person approach consistently meets children's individual needs	15/05/2023
make sure that children's good hygiene practices are consistently considered	15/05/2023
support staff to access training to help to improve the intent and teaching of the curriculum	15/05/2023
ensure that children who have gaps in their learning and development receive intervention at the earliest opportunity.	15/05/2023

Setting details

Unique reference number	2618544
Local authority	Croydon
Inspection number	10281050
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	0 to 4
Total number of places	70
Number of children on roll	62
Name of registered person	Happy Little Angels Day Nursery Ltd
Registered person unique reference number	2618545
Telephone number	02087260510
Date of previous inspection	Not applicable

Information about this early years setting

Happy Little Angels Day Nursery Ltd registered in 2021. The nursery is located in the London Borough of Croydon. The nursery is open for most of the year, from 7.30am to 6.30pm, Monday to Friday. It employs 12 members of staff. Of these, seven members of staff hold a qualification at level 2 or above. The nursery provides funded early education places for two-, three- and four-year old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator, who is also the manager, spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023