

Inspection of Little Ann Day Nursery

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

Inspection date: 4 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Since the last inspection, staff have worked hard to improve this nursery. The nursery has a family feel and children are looked after by caring staff. Everyone knows each other well. Children are encouraged to help and look out for one another, which helps to develop their social skills.

In addition to the nursery, a large hall is available with access to a small outdoor area. This gives children opportunity for physical play. Teamwork is encouraged by whooshing the parachute into the air. The children show patience and understanding to their friends. An obstacle course is set out for those using wheeled toys. Staff use a 'stop' sign and play at being a lollipop person. This encourages children to use their imagination and helps them to understand rules and how to keep safe.

Children look at caterpillars and are prompted to think about what will happen next. Staff help by recalling a book they have read. Children are praised and congratulate each other when they remember the caterpillar changes into a butterfly. Making links between real life and books helps with children's learning and development. Staff support all children to do well. They ask questions about what the caterpillar likes for dinner, which encourages children's creative thinking.

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

- Children behave well. Clear expectations and an ethos of caring for one another encourage positive behaviour. Staff model good manners and wait until they are reciprocated. Tasks such as giving out cutlery and wiping the table are given to a 'special helper'. This aids children's self-esteem as they have a feeling of responsibility and importance.
- The nursery provides a home-cooked lunch, which children self-serve. Children and staff eat and chat together, which makes lunchtime a sociable and relaxed experience. Children enjoy healthy snacks and are reminded to drink water. Routines such as washing hands before eating and a culture of healthy eating help children to form good habits.
- Children enjoy a mix of adult- and child-led learning and activities. Staff play alongside children, using language and role play to extend children's learning. Children are encouraged to learn at their own pace and from their own interests. Staff are reactive to children's needs and wants. For example, two children scoop water and carry it to the sand tray. The children learn about transporting water without spilling it, working together and different textures. Staff provide a narrative for this, which gives the children language for thinking and discovery.
- Parents are happy with the nursery and feel involved in their child's education. Termly reports are sent home, along with next steps and how to support

learning. Children's home languages are celebrated by inviting family members in to read stories. Photos are on display that show children with their families enjoying important events. This gives the children a sense of belonging. A recent coffee morning gave families an opportunity to meet each other. Children showed seeds they have planted and continue to care for at nursery. Staff help children to water the plants daily and remind them to take care of living things.

- Overall, staff attend regular staff meetings and have opportunities to develop their teaching. Consistency in the team and a shared ethos of doing well for all children give a feeling of togetherness. The nursery works in partnership with outside agencies, such as the special educational needs coordinator. Overall, staff use effective strategies to support children with special educational needs and/or disabilities (SEND). However, training for staff is not always targeted precisely enough for staff to maximise learning for individual children, particularly those with limited communication.

Safeguarding

The arrangements for safeguarding are effective.

All staff regularly attend the local safeguarding forum, which means that their safeguarding knowledge is sound and up to date. Staff confidently answer questions relating to a variety of questions, such as signs and symptoms of abuse, what to do if you are concerned about a child, the Prevent' duty and female genital mutilation. Staff carry out regular visual risk assessments and address hazards such as spilt water.

What does the setting need to do to improve?

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

- strengthen and tailor individual support and training for staff to help further enhance their practice and support for individual children, particularly those with limited communication.

Setting details

Unique reference number	EY314260
Local authority	Croydon
Inspection number	10250815
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	2 to 4
Total number of places	12
Number of children on roll	18
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	26 July 2022

Information about this early years setting

Little Ann Day Nursery registered in 2005 and is situated in Thornton Heath, in the London Borough of Croydon. The nursery is open from Monday to Friday for 50 weeks of the year. Sessions are from 7am to 6pm. The nursery employs four members of staff, all of whom hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Zoe Duggan

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector played alongside the children and sought their views.
- The inspector observed the quality of the education being provided across the nursery, indoors and outdoors, and assessed the impact on children's learning.
- The manager and staff spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of an activity in the nursery with the manager.
- Parents spoke to the inspector and shared their views.
- The manager showed the inspector some documents relating to the suitability of staff.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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