

Inspection of Busy Angels Day Nursery

London Borough Of Newham, Chandos Centre, Colegrave Road, London E15 1DZ

Inspection date: 13 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and ready to start their day at the nursery. They develop self-assurance as staff provide warm and responsive care. Children new to the nursery settle in easily and have positive relationships with staff and other children who attend. Staff have high expectations for all children. Babies enjoy singing, music and listening to staff read stories in the literacy room. They communicate as they gaze at staff and each other and make facial expressions and babble. Toddlers use words to express themselves. For example, during mealtimes, they ask for what they want to eat and join in with activities of their choice.

Older children listen to longer stories and show that they know what the story is about. They pay attention and join in conversations with staff and each other. All children spend lots of time in the well-resourced garden. They climb, walk along balancing beams and ride bicycles, all of which helps to support their strength, coordination and balance. Babies move freely across the baby room and staff applaud their achievements. Babies explore the soft-play resources, treasure basket and reach out for objects. Staff encourage children to build with plastic building blocks, and they develop their problem-solving skills as they make alterations to their designs so that the pieces fit together.

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

- Staff support children with additional needs effectively. Staff carry out on-entry observations and assessments so that they can respond quickly to help children catch up in their learning. Staff work well with parents and discuss any concerns they may have about children's development. They work well with external agencies to develop plans for further learning.
- Leaders use additional funding effectively to improve the education they offer children. For example, they have purchased new sensory resources, and all children have equal access to the toys. These toys are to help stimulate children's senses such as touch, sight and hearing. Staff have used the funding to purchase toy cars to add to the construction resources, as children have shown a big interest in cars.
- Staff work well with parents, who praise staff for supporting their children to make good progress in their learning. Parents say that their children are happy to come to the nursery and have developed many skills, such as social skills. However, staff do not consistently provide all parents with updates about their child's progress and next steps for learning. Not all parents are given ideas to continue their children's learning at home.
- Overall, staff provide an ambitious curriculum and engage with children to help support their learning in all areas. However, some staff show less understanding of how children learn, which does not always ensure that children make the

most of the learning opportunities available to them.

- In the main, children are well behaved and are kind and considerate to staff and each other. However, at times, staff do not use consistent strategies to explain to children how their behaviour can affect their friends.
- Staff provide children with constructive routines, which helps to provide them with a sense of security. For example, children enjoy mealtimes, and the food is healthy and varied. Children build close relationships with each other as they share, take turns and talk to each other.
- Staff encourage and support children to attend to their own needs. Children are supported to build the skills needed for their eventual move on to school. For example, they take responsibility and wash their hands before eating, and they help to tidy away resources and put on their own coats.
- Leaders support staff well. They carry out regular supervision meetings and offer training. This helps to develop staff's professional practice.
- Leaders evaluate practice. For example, they have changed the daily routines for younger and older children. Younger babies eat earlier so that they have more time to eat. Staff eat with older children but not with babies, so that babies have more individual care and attention. This helps to meet children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding procedures. They know about the different types of abuse and possible signs and symptoms. Staff know who the designated safeguarding lead is and who to refer any concerns to outside of the nursery. Staff understand the whistle-blowing procedures. They know about wider safeguarding issues, such as the 'Prevent' duty, female genital mutilation and county lines. Leaders follow safer recruitment procedures and check the ongoing suitability of staff. The premises are safe and secure. Staff carry out thorough risk assessments to remove any hazards in the environment. Leaders are aware of what action to take if any allegations are made against staff.

What does the setting need to do to improve?

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

- review strategies for managing children's behaviour and ensure that all staff understand and are consistent when supporting children's behaviour
- develop staff's understanding of the curriculum further so that they can better support children during learning activities
- develop consistency with parents to ensure that they are all aware of their child's learning and development stages and next steps for learning, and offer ideas to parents to continue the learning at home.

Setting details

Unique reference number	2669311
Local authority	Newham
Inspection number	10298247
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	28
Name of registered person	Choudhary, Nazia
Registered person unique reference number	RP515723
Telephone number	0208-519-2100
Date of previous inspection	Not applicable

Information about this early years setting

Busy Angels Day Nursery registered in 2021. It is located in Stratford, in the London Borough of Newham. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery employs 10 members of staff. Of these, seven hold early years qualifications. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first inspection the nursery 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 nursery.
- The manager, the inspector and the provider had a learning walk to understand how the curriculum is organised.
- The inspector spoke to parents and took account of their views during the inspection.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector observed the quality of education provided and assessed the impact on children's learning.
- The inspector held discussions with the leadership team, including the provider and staff.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at 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.

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