

Inspection of Little Saints Day Nursery

37 Tamworth Road, Croydon CR0 1XT

Inspection date:

15 August 2023

Overall effectiveness

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

A new manager has been employed since the last inspection. They have an improvement plan in place and have started to address some of the actions from the last inspection. However, although some actions have been taken, these are not yet effective enough to raise outcomes for children to a good level.

Staff plan for children's learning. However, activities are not implemented effectively to enhance children's learning as much as possible. Staff repeat what the children say to ensure that they hear the correct pronunciation of words clearly. However, opportunities to expand on what children say are not used to extend their language skills. Despite this, children who have been at the nursery for a while are confident. They are eager to join in with activities and engage very well in play. For example, children focus well as they make passports linked to the theme of travelling and holidays. Children play calmly, engaging in the different activities available.

Children show interest in the toys and activities available to them, which they access easily. They demonstrate a friendly attitude towards each other. For instance, they talk with each other and show a fun sense of humour. Children are supported well to share and take turns. They listen and follow simple instructions. They are confident and behave well.

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

- Leaders have clear learning intentions and design a broad curriculum. However, they have not fully implemented effective measures to monitor the curriculum and staff practice. Support for staff, such as supervision and coaching, is not in place. Continuous professional development is not fully implemented for staff. This has an impact on the quality of teaching. Children's overall experiences are variable.
- Each child has a key person. However, the key-person system is not working effectively to ensure that children who are finding it more difficult to settle are supported to do so successfully. For example, some key persons do not interact well with their key children as they settle to help them feel safe and secure. This does not help new children to build close relationships with their key person to ensure that they enjoy a positive learning experience.
- Staff know the children well, including their interests and what they know, can do, and need to learn next. However, staff do not implement the curriculum consistently well, especially for communication and language. The quality of interaction that staff provide is varied. For example, on occasion, staff do not use opportunities to extend children's vocabulary or encourage social interaction. They do not expand on children's conversations or introduce a wide range of

words to enhance their language skills to higher levels.

- Children are consistently supported to behave well. For instance, staff are consistent with applying rules and boundaries to help children understand what is expected. For example, they explain to the children what is going to happen next. Staff model how to be polite and respectful. Children willingly share and wait their turn.
- Staff promote children's independence and self-care skills. They teach children the importance of brushing their teeth and eating healthy food. At mealtimes, children feed themselves with a fork. Staff consistently follow appropriate hygiene procedures and ensure that the premises and sleeping arrangements are clean. Children have daily opportunities to exercise and have daily access to the outdoor environment, which helps to promote their health and well-being.
- Staff provide opportunities for children to use their finger muscles. This helps them to develop the skills they need for writing. For example, children enjoy painting, drawing and moulding play dough.
- Parents speak highly about the nursery. They receive regular feedback from staff and feel that their children are happy. Parents comment that they feel supported and know what they can do at home to ensure continuity of learning.
- Children access a range of opportunities to develop their early mathematics skills. However, these opportunities are not used effectively to support children's mathematical knowledge. For example, staff do not help children to learn about quantity, such as at snack time when helping themselves to pieces of fruits. They do not talk about shapes and numbers to help enhance children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and vetting procedures are in place to ensure that those working with children are suitable for their role. All staff have a suitable knowledge and understanding of their roles and responsibilities with regards to safeguarding children. They know the signs and indicators that might indicate that a child may be at risk harm and abuse. They understand the actions to take if they are concerned about a child's welfare or a colleague's conduct. The premises, resources, equipment, and activities are safe, secure and risk assessed effectively to ensure 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:

	Due date
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ensure that an effective system is in place for the supervision, coaching and monitoring of staff practice in order to improve the quality of teaching to benefit outcomes for children	26/09/2023
ensure that further support is provided to key persons to help them understand their role and responsibilities to help children form secure attachments and promote their well-being, particularly children who are new so that they settle well.	26/09/2023

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

- maximise children's learning by using the information about what children know and can do more effectively to help support children's speaking and social interaction skills
- improve the curriculum for mathematics to help promote children's knowledge and understanding of numbers, shapes and quantity.

Setting details

Unique reference number	2608982
Local authority	Croydon
Inspection number	10271227
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	50
Number of children on roll	28
Name of registered person	Poleon, Patricia Gerona Sonia
Registered person unique reference number	RP514660
Telephone number	02087712111
Date of previous inspection	15 December 2022

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 8am to 6pm. There are 10 members of staff, eight of whom work directly with the children. Five members of staff hold a level 3 childcare qualification, and three staff hold an appropriate level 2 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector reviewed a range of documentation relating to staff suitability and recruitment.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The provider completed a learning walk with the inspector and spoke about the curriculum for children.
- The inspector and the provider observed staff's teaching practice and children's learning during a joint observation.
- During the inspection, parents shared their views with the inspector, which have been considered.

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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