

# Inspection of Happywoods Nursery (Lewisham) Limited

59 St. Mildreds Road, London SE12 0RE

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Inspection date:

21 August 2023

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## Overall effectiveness

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## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

InadequateInadequate

## What is it like to attend this early years setting?

### The provision requires improvement

Children are generally happy and eager to learn. Babies use comfort items as they settle in and experience flexible routines that mirror those from home. Children benefit from positive interactions with staff. Better organisation of the learning environment supports children to independently develop their interests and ideas. This helps children to build on what they already know. Staff help children to develop their communication and social skills. For example, children recall activities that they enjoy and share news with their peers during mealtimes. Children take turns and share resources during group activities.

Staff encourage children to have a go. They acknowledge children's efforts and share their achievements. A stronger key-person approach contributes to children's emotional well-being. Staff work effectively with parents to support successful toilet training for children. Children show their independence as they dispense water and drink when thirsty. They develop confidence in their physical abilities from an early stage. Children who are eligible for additional funding develop positive attitudes to learning.

Occasionally, staff show a lack of understanding about some procedures, including risk assessment and accident procedures. However, the manager supervises staff well to ensure that a safe learning environment for children is maintained. Children's developmental needs are more closely considered by staff. The progress of children who may be at risk of falling behind in their learning is regularly monitored and reviewed.

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

- The manager has a detailed and realistic development plan for the nursery. She monitors the impact of changes made, some of which quickly lead to improved outcomes for children. For example, parents are now welcomed into the nursery. They are better informed about the nursery's curriculum and how children's learning can be supported at home. Additional funding is used effectively to help targeted children better engage in learning.
- At busy times, the curriculum is less effective. For example, activities are not prepared before children begin to arrive. Staff do not ensure that age-appropriate resources are available for babies to use outdoors. This limits the learning opportunities for some children. The quality of education improves as more staff arrive on the premises. However, teaching is sometimes not adapted well enough by staff to help children fully engage in learning.
- Babies are cared for by suitably qualified staff. The key-person system has been strengthened. For example, key persons manage the personal care needs of assigned babies and children. Staff promote a shared approach with parents.

These changes contribute to stronger attachments and more personalised support for children.

- Staff have increased their knowledge and understanding of how to interact with children. For example, they check that they are facing children before speaking. Babies babble and make sounds. Staff name items as toddlers play, and children enjoy shared stories. Staff introduce new words, such as 'erupt', 'mould' and 'chemical reaction', during group activities. This helps children to communicate and develop their vocabulary.
- Staff support children to manage their emotions and behave well. Children's efforts are acknowledged by staff, and their work is displayed. Staff encourage children to respect and listen to the views of their friends, such as when children recall events of the day. Children carefully look after living things, such as plants, which they grow themselves, or the nursery's guinea pigs.
- Staff speak with children about ways to stay healthy. For example, they discuss the benefits of eating vegetables and drinking plenty of water. Staff encourage children to develop good hygiene habits, such as washing hands before they eat. Staff implement procedures to manage children's dietary needs effectively.
- The manager works effectively with local advisors. Children's learning is reviewed during regular supervision meetings with staff. Staff continue to receive ongoing support to understand how to plan and implement an effective curriculum, including for children who may need extra help with their learning. Despite this, teaching is sometimes not tailored well enough to meet the development needs of individual children.
- Staff plan some activities to acknowledge important religious and cultural events. Children can choose from a wider selection of books that depict characters from different cultures and communities. However, there are fewer activities that help children to value and celebrate what makes them unique.

## Safeguarding

The arrangements for safeguarding are effective.

Safer recruitment procedures are now consistently implemented. Records are better organised and easy to review. Staff complete training to update their safeguarding knowledge. They know how to recognise and respond to concerns about a child's welfare, including if concerns about a colleague arise. Revised procedures for reporting safeguarding concerns have been shared with staff. They receive focused supervision to help them understand how to maintain children's safety and health. This contributes to children's welfare. The manager is vigilant and identifies when staff do not follow procedures well enough. She acts promptly to address inconsistencies in how staff deal with accidents or risk assessments. Although staff are re-inducted into their roles, their understanding of following procedures independently are not yet secure.

## 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:**

	<b>Due date</b>
make sure that staff understand and consistently implement procedures to protect children's safety and health.	03/10/2023

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

- enhance support for staff teaching skills so that they understand how to help children to engage in learning more effectively
- broaden opportunities for children to recognise, value and share their languages and backgrounds.

## Setting details

<b>Unique reference number</b>	EY370475
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10303530
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	HappyWoods Nursery (Lewisham) Limited
<b>Registered person unique reference number</b>	RP907088
<b>Telephone number</b>	02088 513122
<b>Date of previous inspection</b>	17 March 202317 March 2023

## 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 10 staff who work directly with children. Of these, five staff hold relevant qualifications at levels 2 and 3. Two members of staff hold qualifications at level 5 and level 6. 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

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and 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 their curriculum and what they want their children to learn.
- The inspector talked to staff 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 inspector carried out joint observations of group activities with the manager.
- 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.

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