

Inspection of Comfort Angelz Daycare

1 Parade Gardens, London, Chingford E4 8BJ

Inspection date: 9 January 2024

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

The leadership team, manager and staff work hard to provide a safe, welcoming and inviting nursery environment for children. Throughout the nursery, children show they are confident. They enjoy exploring their environment and the range of resources that reflect their interests. For example, babies enjoy filling and emptying in the water tray. Staff provide activities that meet children's needs. For example, they encourage pre-school children to take part in making dough. This helps children to develop their thinking skills as they predict the ingredients they need and carefully measure them out.

Children develop secure attachments with staff, resulting in them feeling safe and secure in their care. Babies seek out staff when they want comfort and reassurance, who provide this freely to them. Children behave well and are supported to learn the rules and boundaries in the nursery. If required, staff quickly intervene and teach children to consider their friends' feelings. Parents like the nursery for its welcoming feel and confirm that staff are friendly and supportive. They receive information to keep them informed about how their children are progressing. Parents trust the staff to keep their children safe, commenting that their children feel safe and loved, which gives them peace of mind.

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

- The manager is clear about what she wants children to learn. Staff provide an inclusive curriculum that meets the needs of all children, including those with special educational needs and/or disabilities. As a result, all children make good progress from their starting points in development. The manager is committed to making ongoing improvements and supports her staff extremely well. She makes sure that staff's well-being is paramount and continually supports their professional development.
- Staff support children's literacy skills well. For example, they support older children's love of reading; they listen intently to a new story and keenly predict what might happen next. Staff encourage children's communication and language development. They verbalise babies' gestures and sounds to encourage their communication. Throughout the nursery, staff and children can be heard singing familiar rhymes and songs.
- Children build on what they know and can do. They enjoy using mathematical concepts, such as measuring and counting, in their play. When children use large bricks to build a tower together, staff support them to predict how many bricks they will need. This builds children's mathematical development, confidence and turn-taking skills.
- The nursery offers a spacious and inviting environment for children to play and learn. Children have plenty of opportunities to be outside and be physically

active. They enjoy regular visits from outside sports coaches and show delight as they get ready for their next session. Children are familiar with their daily routines. However, staff do not always maximise children's learning opportunities during their daily activities. For example, during lunchtime, staff do not consistently promote children's social skills or support children to use cutlery correctly.

- Staff help children to reflect on differences through a range of cultural activities. They encourage donations of unwanted toys and equipment to send to communities in Africa. Staff teach children about communities beyond their own.
- Staff promote children's good health. They help children to learn to manage their own health and hygiene routines. For example, when children have the skills, staff encourage them to try to wipe their own noses. For the youngest children, staff are respectful; for example, they announce what they are going to do. This helps children to understand what is happening next. During nappy-changing routines, staff interact and chat to children, helping to further create secure bonds and attachments.
- Parents speak highly of the nursery. They feel included in their children's learning and have regular access to updates about their children's development. However, at times, they do not feel as included as they once did. Good relationships between parents and staff help children feel secure. For example, parents comment that the nursery previously held regular stay-and-play events and parents' meetings. The manager is keen to reintroduce these events.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the organisation of the daily routine to enhance the good-quality interactions and teaching
- provide further opportunities for parents to be involved in their children's learning.

Setting details

Unique reference number	2648760
Local authority	London Borough of Waltham Forest
Inspection number	10301131
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	102
Number of children on roll	52
Name of registered person	Comfort Angelz Ltd
Registered person unique reference number	RP533707
Telephone number	07507487114
Date of previous inspection	Not applicable

Information about this early years setting

Comfort Angelz Daycare registered in 2021 and is located in the London Borough of Waltham Forest. The nursery employs 12 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 2 or above. The nursery opens all year round, from 7.30am until 6.30pm, Monday to Friday. It provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Nunn

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The manager completed a learning walk around the premises with the inspector and explained how they meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of staff's interactions with children. She discussed the effectiveness of an activity with the manager.
- The inspector sampled documentation and discussed the manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' 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.

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 2024