

Inspection of Happy Little Angels Day Nursery Ltd

Croydon Unitarian Free Christian Church, The Croydon Flyover, Croydon CR0 1ER

Inspection date:

27 March 2024

Overall effectiveness

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Leaders and managers have taken action to improve the nursery since the last inspection. For example, they use risk assessments to ensure that the environment is safe for children. Leaders and managers have sought support from the local authority to provide staff with training to develop their understanding of their role. However, they have not embedded the improvements enough to ensure that the quality of care they provide is consistently good.

The manager has designed a curriculum to support children to build on that they know and can do. However, staff are not always clear about what they want children to learn, which means that they do not implement their learning intentions as planned. This limits the extent to which children's learning is challenged and extended.

Children separate well from their parents on arrival. They are generally settled and happy at the nursery. Children are curious about the resources. Babies and toddlers explore the textures of cereals with their fingers, which develops their small-muscle skills. Older children are enthusiastic to develop their physical skills further, such as when climbing and balancing on large equipment outdoors.

Overall, children have good relationships with staff and seek comfort when they feel unsettled. Staff have some expectations for children's behaviour. However, they do not consistently support children to control their behaviour. Therefore, at times, children become boisterous and overactive.

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

- All children have a named key person. Some children develop strong relationships with their key person, which helps them to feel secure. However, the key-person system is not consistently effective. On occasion, staff do not notice when quieter children are in need of emotional support or encouragement to take part in activities. This impacts on these children's well-being and personal, social and emotional development.
- Staff plan a variety of daily activities around a theme. For example, they provide printed Easter egg pictures for children to colour in. However, staff are not always clear about what they want children to learn. Therefore, they do not tailor plans to meet children's individual learning needs. This results in some children not being sufficiently stimulated and impacts on the progress they can make.
- Children develop their communication and language skills overall. They enjoy joining in with songs and rhymes. Staff engage children in conversations and respond to their questions on the whole. However, at times, there are gaps in

staff's knowledge about how children learn new words. For example, staff sing songs which incorrectly name fruits at snack time, which is confusing for very young children.

- Staff have regular supervision sessions with managers. This provides staff with opportunities to discuss children's development and any concerns they have. However, managers do not yet provide enough guidance and support to help staff to improve their personal effectiveness to support children's learning.
- There are suitable systems in place to support children with additional needs. Staff use picture cards to help children to understand daily routines and express their needs. Staff meet with parents and other professionals to put plans in place to meet children's learning needs.
- Older children develop skills to become independent. They learn to wash their hands after using the toilet and to put on their own coats. At mealtimes, children learn to serve themselves and scrape their plates. Staff talk to them about their food choices. This helps children to prepare for the next stage in their learning.
- Communication with parents is effective. Staff create displays about activities that children enjoy, such as a visit from the local police officers. Parents say that staff share tips of things to do at home to further support their children's learning and development.
- Children generally behave well and are polite. At times, children demonstrate they remember the rules, such as what to do at tidy-up time. However, staff do not consistently implement suitable strategies to manage children's behaviour or help children to learn how to keep themselves safe.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the key-person arrangements to support children's individual needs, including their personal, social and emotional development	30/04/2024

develop planning further to consider children's individual interests and learning needs so that they are able to fully engage in meaningful learning and make the best progress possible	30/04/2024
improve supervision arrangements so that there is more focus on improving staff's knowledge of the areas of learning and understanding of how children learn.	30/04/2024

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

- implement systems to manage children's behaviour so that children learn to manage their own behaviour and understand how to keep themselves safe.

Setting details

Unique reference number	2618544
Local authority	Croydon
Inspection number	10319703
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	1 to 4
Total number of places	49
Number of children on roll	46
Name of registered person	Happy Little Angels Day Nursery Ltd
Registered person unique reference number	2618545
Telephone number	02087260510
Date of previous inspection	3 October 2023

Information about this early years setting

Happy Little Angels Day Nursery Ltd registered in 2021 and is located in the London Borough of Croydon. The nursery is open for most of the year from 7.30am to 6.30pm, Monday to Friday. It employs 13 members of staff, six of whom hold relevant qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kyrstie Gennoe

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 manager joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- 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 on children's learning.
- Several parents shared their views of the nursery with the inspector.
- The manager and the inspector discussed staff's practice during the inspection.

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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