

Inspection of Happy Little Angels Day Nursery Ltd

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

Inspection date:

25 September 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Leaders have not made sufficient improvement since the last inspection. Even though they are clear about what they want children to learn from the curriculum, its implementation is often inconsistent due to gaps in staff's knowledge on how children learn and their next steps. Leaders have supported staff by offering training and supervision. However, this has not yet been effective in improving practice consistently. Therefore, children's learning continues to be compromised.

Leaders offer opportunities for children to be physically active and practise using their large muscles. Children enjoy listening to music and singing songs. For example, they play music instruments and learn about the different sounds they make. Young babies explore paint with their hands, while older children practise their throwing skills in the garden. Children are confident. They share their ideas, wants and needs. They tell the adults when they want more food or when they have finished their activity. Leaders provide a healthy and nutritious menu that is freshly prepared on site every day.

In general, children are happy to come in and have positive relationships with staff. Children build friendships and show kind behaviours to each other. Staff are warm, kind and offer reassurance when needed. Children generally behave well and follow instructions. However, staff's inconsistent behaviour expectations mean that children do not always get a clear message as to what is expected of them and, at times, they become disruptive and lose focus.

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

- Leaders have not effectively identified gaps in staff's understanding of how children learn in order to be able to provide support and improve their practice. Interactions between staff and the children are positive overall. However, as some staff are unsure about the children's next steps in learning, they often lack intentional teaching. This impacts staff's ability to offer targeted and age-relevant learning opportunities for children. As such, not all children have the support they need to make good progress.
- Routines do not always support children's well-being and understanding of what is happening. Waiting times are sometimes too long and not well managed. As a result, children get bored and restless. In addition, routines do not always consider young babies' needs and they become tired and unsettled, which impacts their ability to take part in the activities.
- Staff offer children opportunities to be independent and do things for themselves. For example, older children serve their own food at mealtimes and wash hands without the support of an adult. In addition, staff praise children for their achievements, such as recognising correct shapes. This helps children feel

proud of themselves and prepares them for the next stage in their learning.

- Leaders put in place systems to identify children with special educational needs and/or disabilities (SEND). They engage with external agencies, such as speech and language therapy services, to implement strategies to support children. This means they have early support in place to allow them to make the best possible progress.
- Hygiene practices support children's understanding of how to keep healthy and protect them from the spread of infection. For example, children wash hands before and after each meal and staff wear protective equipment when changing nappies.
- Leaders know the community well and work closely with local businesses to offer children opportunities that extend their knowledge of the world. For example, staff take children to the local dentist to talk about oral health and take the tram to learn about transport systems.
- Parent partnership is not sufficiently effective to keep parents informed of what their children are learning and how they can extend this at home. Parents are not always aware of who their child's key person is and what their children's next steps in learning are. Parents are happy with the support and care provided. They praise the staff's kindness and talk about their children making friends and enjoying coming to the setting.
- Leaders have appropriate recruitment processes in place to ensure the ongoing suitability of staff. They meet regularly to discuss concerns and address staff needs. Staff say they feel supported in their roles through open discussions and training.

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 supervision systems in order to identify staff's training needs, make sure they improve their knowledge of children's development and are able to support children's learning effectively	16/10/2024

ensure parents are aware of their children's key person, and next steps, so they can extend children's learning at home	16/10/2024
ensure behaviour management strategies are consistent in order to help children understand what is expected of them	16/10/2024
establish routines that minimize waiting times and meet children's individual needs.	16/10/2024

Setting details

Unique reference number	2618544
Local authority	Croydon
Inspection number	10359578
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	50
Number of children on roll	50
Name of registered person	Happy Little Angels Day Nursery Ltd
Registered person unique reference number	2618545
Telephone number	02087260510
Date of previous inspection	27 March 2024

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

Sonia Ferreira

Inspection activities

- The 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.
- Children spoke to, or communicated with, the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.

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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