St Mary and Little Angels Nursery

Unique reference number (URN): 2800958

Address: St. Mary & Pope Kyrillos Vi Coptic Orthodox Church, Broad Walk, Hounslow, TW5 9AB

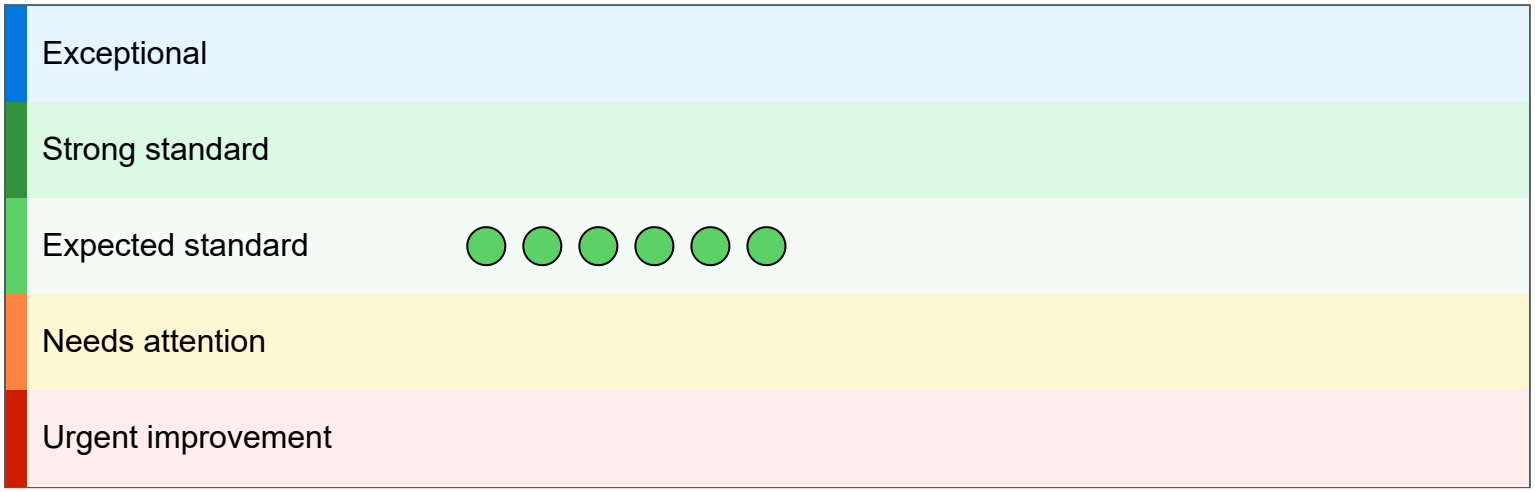
Type: Childcare on non-domestic premises

Registered with Ofsted: 01/08/2024

Registers: EYR, CCR, VCR

Registered person: Two Twins and Eva Limited

Inspection report: 12 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Children develop a range of skills through daily routines and play. They communicate with increasing confidence, using words and simple sentences to share their needs, ideas and experiences. Children listen to others and respond during play and familiar routines. They begin to work alongside others, showing awareness of their peers and engaging in shared activities with support. Children show developing self-reliance as they move around the environment, select resources and persist with activities for short periods of time. They begin to apply early understanding in practical situations, such as recognising patterns, sorting objects and using language linked to size, quantity and position during play. Children with special educational needs and/or disabilities are largely supported through targeted strategies that help them access activities alongside their peers. As a result, children are developing the foundational skills needed for their next stage of learning.

Behaviour, attitudes and establishing routines

Expected standard

Staff build warm and supportive relationships with children through an established key person system. Staff know the children well and use this knowledge to help them settle and feel secure. This helps children seek reassurance from adults when needed and engage confidently in daily routines. Children show interest in what others are doing and are beginning to show kindness towards their peers. Leaders also work with families to encourage regular attendance, helping children benefit from consistent routines and opportunities to learn alongside their friends.

Staff use a range of strategies to support children's behaviour and attitudes during play and daily routines. They provide reminders, model expectations and use positive reinforcement to encourage children to be kind, take turns and follow simple rules. Staff adapt their approaches for individual children, for example by using visual prompts, signing and additional reassurance to help children understand expectations and participate alongside their peers.

Children's welfare and wellbeing

Expected standard

Staff support children's emotional wellbeing through warm and responsive interactions. For example, children explore feelings during activities such as making faces using mirrors and a range of materials. Staff encourage children to talk about how they feel and introduce simple vocabulary linked to emotions. This helps children begin to recognise and communicate their feelings in a supportive environment.

Staff ensure children have regular access to outdoor play to support their emotional wellbeing and physical development. Children take part in activities such as climbing, balancing and moving across different equipment. Outdoor play gives children opportunities to be active and play alongside others. Staff recognise that some children benefit from quieter outdoor experiences and adapt activities so they can participate at a pace that meets their individual needs before joining their peers.

Staff support children's health through daily routines. Children wash their hands before eating and sit together at snack times. Staff encourage healthy choices and talk with children about foods that benefit their body. This helps children develop awareness of healthy habits. However, at times, staff provide support too quickly when children can complete tasks independently, such as feeding themselves. This reduces opportunities for children to practise and develop their independence consistently over time.

Staff work with families to support wellbeing at home. They share information about active play and reducing screen time, encouraging families to promote physical activity outside the setting. This helps children experience consistent messages about their health and wellbeing.

Curriculum and teaching

Expected standard

Staff plan meaningful experiences that reflect children's interests and stages of development. For example, children explore similarities and differences between themselves by looking at their faces in mirrors. Staff encourage them to notice their features. Staff encourage discussions about what the children see. They also introduce ambitious vocabulary, such as 'tortoiseshell glasses', to extend children's language. Staff build on children's ideas and interests to deepen learning. For example, when children use a tissue as a veil, staff recognise the link to the parent's headscarf and encourage a conversation about their family. Staff also promote early mathematical skills during everyday routines. For example, they encourage children to count pieces of fruit at snack time and use mathematical language as they play and learn. This helps children develop confidence with counting and use mathematical skills in meaningful, everyday situations.

Staff use group times to support children's speaking and listening skills. Children share how they are feeling during daily self-registration and sometimes join in with familiar songs. This helps children begin to express their thoughts and feelings. However, the environment is not always organised effectively for group sessions. For example, noise from another part of the hall sometimes makes it difficult for children to hear the adult leading the activity. As a result, some children become distracted, lose focus or begin watching what is happening elsewhere, reducing their engagement in the intended learning.

Inclusion

Expected standard

Leaders and staff identify children who need extra support at an early stage. They gather information from parents, complete ongoing assessments and work closely with other professionals, including physiotherapists, speech and language therapists and paediatricians. This helps them understand children's individual needs. Children with special educational needs and/or disabilities (SEND) have personalised targets. These are based on advice from professionals and children's individual interests. However, staff do not always apply agreed strategies consistently. As a result, children do not always receive the consistent support they need to make the best possible progress from their starting points.

Leaders use additional funding well to reduce barriers to children's learning and development. They provide enhanced staffing, specialist equipment and sensory resources to meet children's individual needs. Staff also receive targeted training, including signing, understanding autism and safe manual handling techniques. They review children's

progress regularly and adapt support when needs change. Staff also support children who speak English as an additional language. They encourage families to continue using their home language and use visual supports, signing and key words to aid communication. Leaders understand the needs of children who are known, or previously known, to children's social care. They work closely with families and other agencies to support children's welfare and emotional wellbeing.

Leadership and governance

Expected standard

Leaders have a clear understanding of the setting and use ongoing monitoring to evaluate the quality of provision. They observe practice, talk with staff and review children's experiences to identify strengths and areas for development. Leaders make adjustments to routines and provision to better meet children's needs, including those with barriers to their learning. For example, they provide additional sensory resources and adapt routines where needed to help children access learning and daily experiences. Leaders also support children's transitions to other settings and school through information sharing, handover discussions and visits. This ensures that important information about children's development, individual needs and successful support strategies is shared to promote continuity in their learning and care.

Staff report that they feel supported in their roles and that communication with leaders is effective. They are given opportunities to discuss practice and share any concerns. Staff wellbeing and workload are considered, helping to maintain a stable team who are able to focus on children's care and learning. Staff access relevant training that supports their professional development. This includes training linked to communication, behaviour and special educational needs and/or disabilities. Staff use this learning in their interactions with children. Parents are engaged in their children's learning through regular updates and shared approaches, such as using visual supports and agreed strategies at home, which supports continuity between home and the setting.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children arrive happily and settle quickly into the day. After saying goodbye to their parents and carers, they choose where they would like to play and become absorbed in activities that interest them. Some head straight to the sand and water, while others make themselves comfortable with books, creative materials or small-world resources. Regular attendance means that children move confidently around the environment, making choices about where to play and returning to favourite activities throughout the day.

Children enjoy exploring and investigating through play. They spend time filling, pouring and experimenting with water using different containers and tools, repeating actions as they explore how the water flows between different containers. They concentrate as they draw pictures, talk about their creations and proudly show them to adults and friends. Their ideas are valued and they are given time to enjoy their play at their own pace, helping them develop their own ideas.

Children build friendships as they play alongside one another and become increasingly confident with joining in with shared play. They chat with friends and laugh together alongside their peers. When they need reassurance, they confidently seek support from familiar adults before returning to their chosen play. Children hear familiar words from their home languages alongside a range of other languages spoken by adults and their friends throughout the day. This reflects the diverse community around them and helps children feel that their own backgrounds are recognised while learning about those of others. As they play and learn together, children develop a sense of belonging. They enjoy being part of a welcoming community where they are encouraged to explore, communicate and build positive relationships with those around them.

Next steps

- Leaders should ensure that all staff consistently understand and apply agreed strategies to support children with special educational needs and/or disabilities so that children benefit from consistent support for their learning and participation.
- Leaders should review the organisation of group times to ensure all children can fully engage and concentrate, including the impact of environmental noise and layout on children's listening and participation.
- Leaders should ensure that strategies to support children's independence are implemented consistently by all staff during daily routines so that children are regularly encouraged to complete tasks for themselves and develop their self-care skills.

About this inspection

The inspector spoke with leaders, staff, parents, carers and children 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.

Inspector:
Jenny Selvakumaran

About this setting

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Address:
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Broad Walk
Hounslow
TW5 9AB

Type: Childcare on non-domestic premises

Registration date: 01/08/2024

Registered person: Two Twins and Eva Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 09:00 - 15:00

Local authority: Hounslow

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 12 June 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

40

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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