

Inspection of Kids - Joy Nursery

5-9 Peall Road, London, England CR0 3EX

Inspection date:

10 July 2025

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

The provider has taken steps to improve since the last inspection. They have engaged with the local authority to put plans in place to improve the provision. They have introduced more natural materials outdoors to extend children's learning about the world around them. Leaders and managers have developed a curriculum that meets the needs of the children in the local community overall. However, there remain weaknesses in the provision for babies and very young children, which means the quality of care is not yet good.

Despite this, children develop good relationships with the caring staff team. They confidently say goodbye to their parents and are excited to see their friends. Children play well together and make friends. They chat to each other at mealtimes and cooperate during role-play games. Babies respond with smiles and coos as staff sing rhymes to them. Staff join in with children's play and model how to use the resources. Older children learn to take responsibility for daily tasks. For example, they take the water bottles out to the garden. Staff teach simple rules to regulate their behaviour, such as using 'indoor voices' and 'kind hands'. Toddlers learn to share as they practise taking turns while playing with dough and cutters.

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

- Leaders and managers have taken steps to develop the curriculum. There is a focus on developing children's communication and language skills and teaching them to regulate their behaviour before they start school. Staff follow older children's interests to plan learning experiences, such as opportunities for imaginative shopping role play.
- Although leaders explain the learning intentions for younger children and babies, this is not yet embedded in practice. Babies have few opportunities to develop their physical skills. Staff frequently carry them around or sit them in bouncer chairs. This impacts on the babies access to resources that stimulate their development.
- Children have an allocated key person, who knows them well. The key persons use observations to identify the next steps in children's learning. However, they do not consistently use this information to tailor the planning to meet children's individual needs. There are times when some children are not supported as well as they could be, which impacts on the progress they make.
- Despite this, staff support children's communication and language development well. Children join in with familiar songs and rhymes. Staff extended children's vocabulary by encouraging them to name the vegetables they put in their basket. Older children learn the language to explain their feelings, which prepares them for the next stage in their learning.
- Staff promote an interest in books. Babies and toddlers reach out to touch the

pages and are interested in the pictures. Pre-school children retell their favourite stories and learn to turn the pages with care. Children learn skills that will support their future reading skills.

- Weaknesses in the planning of the environment mean that the learning experiences for children are inconsistent. At times, there are insufficient resources set out, which means some children become bored. This leads to a chaotic environment as children struggle to find something to do.
- Having said this, children develop positive attitudes to learning overall. Children behave well in general. They focus on activities that capture their interest, such as making marks with paint and brushes. Pre-school children persevere to complete tasks, such as cutting an apple and threading beads.
- Children learn to be independent. They wash their hands before meals and learn to serve their own food. Older children learn to safely use a knife to cut their fruit, which teaches them skills for later life.
- Partnerships with parents are good. Parents say they receive frequent updates on their children's learning. They feel well supported by the staff, who provide them with advice on how to support their children's learning at home.
- Leaders and managers support staff well. They act as positive role models for staff, and sensitively intervene to provide guidance as required. They are implementing plans for further training with the local authority to continue the development of the provision.

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
implement a curriculum that meets the needs of babies and very young children so their learning and development is sufficiently stimulated to a good level	15/08/2025
improve the planning arrangements so children have a wide variety of learning experiences throughout the day.	15/08/2025

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

- strengthen the key-person arrangements so that staff use what they know about children to tailor planning to meet children's individual needs.

Setting details

Unique reference number	2690662
Local authority	Croydon
Inspection number	10409528
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	0 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Buckman, Nina
Registered person unique reference number	2690660
Telephone number	07538703909
Date of previous inspection	7 January 2025

Information about this early years setting

Kids - Joy Nursery registered in 2022 and it is located in the London Borough of Croydon. It is open Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year, closing for a week at Christmas and on bank holidays. The nursery currently employs seven staff members. Of these, four hold early years qualifications at level 3 and level 4. The nursery offers government funded places for childcare.

Information about this inspection

Inspector
Kyrstie Gennoe

Inspection activities

- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while 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 that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation of a small-group activity.
- The inspector spoke to several parents during the inspection and took account of their 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.

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