

Inspection of Melissas Magical Years

Lawn Road, Uxbridge, Middlesex UB8 2TJ

Inspection date: 24 June 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is inadequate

Breaches of the registration requirements have a negative impact on children's learning and welfare. While most children enter the nursery happily, children who have recently started are not supported to build secure emotional bonds. Staff are not always sure about who their key children are and how to cater for their needs. Children are left to sit alone for long periods or passed from one staff member to another. Children are not helped to understand the daily routines. Consequently, they do not feel secure enough to join in with activities and are often unsettled or distressed.

The manager and staff provide an attractive environment and children make independent choices. Children show they can concentrate when resources interest them. For instance, they enjoy drawing pictures and completing jigsaw puzzles. However, staff's expectations for children are not high enough. Although staff have expanded the range of activities for children, these are often poorly planned and do not extend children's learning. Children spend too long sitting passively and often become restless and bored. Therefore, they develop poor attitudes to learning and their progress is compromised. Without adequate support and stimulation, children sometimes lose focus and their behaviour deteriorates. Some staff lack the skills and confidence to manage children's behaviour effectively, which at times leads to a disorganised environment that impairs children's learning.

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

- The manager, who also owns the nursery, has not addressed all of the actions raised at the last inspection. She has made some positive changes. For example, she has strengthened the suitability checks on staff and improved risk assessments. However, she does not ensure that all staff understand their safeguarding responsibilities. Therefore, children's welfare is not assured.
- The key-person system is inadequate. Although children are allocated a key person, some parents are unaware of this. Therefore, parents and staff do not establish secure partnerships, to help support children's care and learning needs. Staff do not know their key children well enough. For instance, they are unaware that children speak English as an additional language and may need extra help with their communication. This impairs children's learning and emotional security.
- Although staff assess children's development, they do not always identify when there are delays in children's learning. Therefore, children do not get adequate support to help close these gaps in their learning. The manager works with other professionals to develop plans for children with special educational needs and/or disabilities (SEND). However, staff do not consistently implement these plans. This puts children at risk of falling further behind in their development.

- The curriculum lacks variety and challenge. Children are not encouraged to explore, experiment and solve problems and they receive little support to build on their skills and knowledge. As a result, children, including those who have SEND, children who speak English as an additional language and those who receive funding, do not make adequate progress.
- Staff have some opportunities for professional development. However, the manager does not monitor their practice effectively, to ensure that they understand and implement their training. For example, the manager emphasises their support for children's communication skills. She talks about new approaches staff have learned, such as using picture cards to enhance children's understanding. However, staff do not use these strategies during their interactions with children. Furthermore, they routinely demonstrate poor practice which goes unchallenged, such as leaving babies with dummies in their mouths for long periods.
- Staff do not provide clear and consistent boundaries, to help children understand behavioural expectations. Staff sometimes appear unsure of what to do when children display challenging behaviour, such as snatching toys or taking food from their peers. Therefore, incidents are ignored and children do not learn to regulate their actions.
- The manager has improved the menus for children, to ensure that meals are healthy and nutritious. Staff cook healthy recipes with children and encourage them to taste a wide range of foods, including fresh fruit and vegetables. They ensure that children have daily access to outdoor play. This contributes to children's enjoyment of healthy lifestyles.
- Overall, most parents are satisfied with the service and say that their children are happy to attend. They appreciate the information that they receive about their children's time at nursery. This includes feedback on children's care routines and photos of the nursery activities.

Safeguarding

The arrangements for safeguarding are not effective.

The manager knows how to recognise signs of abuse in children and understands how to report any safeguarding concerns. She knows the correct procedures to follow if there is an allegation made about a member of staff. Staff induction and training includes information on their safeguarding roles. However, some staff do not know how to identify when children may be at risk from radicalisation and extreme views. This compromises children's welfare. Staff carry out checks on the nursery premises and resources to help minimise any risks to children's safety.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure consistent strategies for managing children's behaviour are implemented in order for children to have a clear understanding of appropriate boundaries and expectations	22/07/2022
implement an effective system for staff supervision, coaching and professional development to raise the quality of teaching and learning experiences for children	22/07/2022
strengthen staff understanding of safeguarding, particularly relating to the 'Prevent' duty and risks to children from extreme views and radicalisation	22/07/2022
provide an effective key-person system, to establish strong partnerships with parents and ensure that children's care, learning and welfare needs are catered for effectively	22/07/2022
ensure that there are affective arrangements in place to support children with special educational needs and/or disabilities, to help them make the best possible progress.	22/07/2022

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

	Due date
improve the educational programme and provide a broader range of activities to improve children's engagement and to help them to make good progress in their learning	22/07/2022
strengthen assessments of children's development, to swiftly identify where children have delays or gaps in their learning.	22/07/2022

Setting details

Unique reference number	2619037
Local authority	Hillingdon
Inspection number	10221408
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	35
Number of children on roll	49
Name of registered person	Melissa's Magical Years LTD
Registered person unique reference number	2619035
Telephone number	07523171578
Date of previous inspection	12 January 2022

Information about this early years setting

Melissas Magical Years registered in 2021 and is located in Uxbridge in the London Borough of Hillingdon. The setting is open Monday to Friday from 7.30am until 6.30pm, all year round. The setting employs seven staff to work with the children. Of these, five staff hold childcare qualifications from level 2 to level 7. The provider offers funded early education to children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of the education.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The inspector met with the manager to discuss leadership issues, such as the recruitment, training and support for staff.
- The manager ensured that documents were available for the inspector to view, this includes staff's suitability checks and paediatric first-aid certificates.
- The manager showed the inspector around the nursery premises, she explained how they organise the environment and learning programmes for children.

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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