

Inspection of Melissas Magical Years

Lawn Road, Uxbridge, Middlesex UB8 2TJ

Inspection date:

21 October 2022

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

The provider is still working on embedding newly implemented systems within the setting, which means that the quality of teaching is variable. At times, some staff miss opportunities to help extend children's interests and challenge their learning. As a result, staff do not always build on what children already know and can do. Nonetheless, children have good relationships with the staff and they are well behaved. Children form strong relationships with their friends and enjoy one another's company. Those caring for babies help them to feel secure and settled. For instance, they soothe children when they are upset and provide cuddles. Babies enjoy singing sessions and attempt to join in with the 'Hello Song'. At circle time, they are excited to see 'What's in the Box' and eagerly anticipate what it might be. However, babies' and young toddlers' language and communication are not always effectively supported by staff, particularly during mealtimes.

Children learn to follow good hygiene practices and are developing self-care skills. They have opportunities to carry out simple tasks for themselves with support from staff when needed. They concentrate on things that interest them and are confident to explore the nursery environment, however, accessibility to some resources is limited. This hampers children's ability to choose what they would like to play with. Children behave well and they listen to staff and follow instructions. Staff help children to understand the importance of sharing and taking turns.

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

- The provider is aware of the improvements needed in the nursery and has begun taking steps to address them, such as through offering more support to staff to help improve their knowledge and understanding of how children learn and how to implement the curriculum more effectively. However, this is in its early stages, and is not yet fully embedded into practice to a consistently good level.
- The provider is continuing to receive ongoing support and advice from the local authority. The management demonstrate a willingness to make further improvements to enhance the quality of care and education provided for the children.
- Children are encouraged to develop their independence. Older children self-serve their lunch and manage their own toileting needs. They are encouraged to put on and fasten their jackets before going out to the garden. Staff support babies to develop appropriate hygiene routines, such as washing their hands before lunch.
- Staff have made improvements to their strategies to support children who speak English as an additional language. For example, the use of visual timetables and 'now-and-next' boards to help children to understand and manage routines.

- At times, children's learning is hindered by poor organisation of the learning environment. Some equipment is cluttered or not displayed well, which makes it difficult for children to fully explore resources and develop their curiosity.
- Some learning environments are satisfactorily resourced and children engage well in them. However, this is inconsistent, and some areas are not adequately inviting to children, for example in the book area. This has a negative impact on children's learning and levels of engagement.
- The manager and staff are working with the local authority's special educational needs adviser to help improve their knowledge and understanding of children with special educational needs and/or disabilities. They work with parents and other professionals to find the best ways to support individual children.
- Children in the baby room enjoy group opportunities when they sing songs. However, particularly at changeover times in routine, staff do not organise group times as well as they could. In addition, babies play is sometimes abruptly interrupted without warning, such as when staff tidy up for lunchtime.
- Parents speak positively about the nursery with information about their child's day being shared regularly. However, staff do not maximise opportunities to help parents to build on their children's learning and development at home.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure. Procedures are in place to ensure unfamiliar people are not permitted to enter the nursery. Staff supervise children closely, and sleeping babies are not left unsupervised. Staff have improved their knowledge of safeguarding issues and are able to talk about the procedures they would follow to safeguard children. Staff demonstrate suitable knowledge of signs and symptoms of abuse. They access child protection training and key safeguarding information is clearly displayed. They understand how to report concerns about children or adults in the nursery.

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 further the implementation of the curriculum, including staff's interactions with the children, to ensure all children receive consistently meaningful and challenging learning experiences that build on what they already know and can do	31/12/2022

ensure staff have a clear understanding of how to develop and extend children's early communication and language skills.	31/12/2022
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To further improve the quality of the early years provision, the provider should:

- critically review the lunchtime routine and staff deployment to ensure a less stressful environment for young children
- review the environment to encourage children's love of books and provide further support for their language development
- enhance information sharing with parents, so that all parents know the individual progress their children are making and how to support and extend their child's learning at home
- review organisation of the learning environment and routines, so that children are better able to fully explore resources and activities.

Setting details

Unique reference number	2619037
Local authority	Hillingdon
Inspection number	10247958
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	32
Name of registered person	Melissa's Magical Years LTD
Registered person unique reference number	2619035
Telephone number	07523171578
Date of previous inspection	24 June 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.

Information about this inspection

Inspector

Anne Maher

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 spoke to a small number of parents during the inspection and took account of their views.
- The inspector reviewed a range of documentation relating to staff suitability and recruitment.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector completed a learning walk with the manager and observed staff's teaching practice and children's learning throughout the day.

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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