

Inspection of Melissas Magical Years

Lawn Road, Uxbridge, Middlesex UB8 2TJ

Inspection date: 27 June 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The breaches in the safeguarding and welfare requirements of the early years foundation stage (EYFS) have a significant impact on the learning, safety, and well-being of children. Leaders and staff do not have sufficient safeguarding knowledge to ensure that children are kept safe at all times.

The quality of education is weak. For example, staff do not ensure that children who speak English as additional language are supported well enough to progress in their communication and language development. Furthermore, staff in the baby room do not ensure that planned activities are age and stage appropriate. This leads to children becoming disengaged and bored. Consequently, their learning and developmental needs are not being met.

The curriculum is ineffective. Activities are not planned well enough to fully take account of the children's individual needs and what they need to learn. On occasion, some children eagerly participate in activities, such as outside group games. However, overall staff do not sustain their interests to ensure they make the progress they could. Staff do not provide high-quality interactions. Their poor planning and teaching skills have a negative impact on children's attitudes towards their learning. Also, staff are not consistent in ensuring they support children with behavioural expectations. At times, this leads to children's behaviour being disruptive to learning.

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

- Designated safeguarding leads do not have a secure enough understanding of the child protection procedures. Consequently, they do not ensure that staff are able to recognise and raise concerns should a child be at risk of harm, including being exposed to radical or extremist views. Staff do not have sufficient understanding of the setting's safeguarding policy. This means they are not able to act swiftly in the event of concerns regarding a child's welfare, allegations, or staff's inappropriate behaviour. This jeopardises children's safety.
- The inspection history of this provision is poor. The provider has not taken sufficient steps to improve the poor curriculum or teaching, or to sustain the required improvements. Additionally, they do not ensure that newly qualified staff receive first-aid training in a timely manner and before including them in ratios.
- The key-person system is ineffective. Although, staff are able to name children's starting points, they do not sequence children's learning. Staff often introduce mathematical concepts that are beyond babies' and toddlers' understanding. They plan activities for shapes, colours and numbers, but do not take into consideration children's stages of development. Staff do not meet children's

needs. For example, children are not provided with space to rest, when they show signs of being tired. This shows that the care and teaching are not tailored to children's individual needs.

- Leaders do not ensure that staff who work in the baby room have relevant training that addresses the care of babies. This leads to staff having a weak understanding of children's needs. In the pre-school room, children often wander around and some are exposed to limited interactions. Staff deployment does not support children's learning and development. For example, at times a member of staff conducts a whole class story session, while staff are kept busy with other duties. This means children are not supported sufficiently and become disengaged from their learning.
- Staff do not implement effective strategies to manage children's behaviour. For example, staff do not treat children fairly and do not challenge unwanted behaviour consistently. They do not use appropriate strategies or language to teach children about expectations. This leaves children not knowing what is expected of them and confused.
- Risks assessments are not effective, as not all risks are identified by the leader and/or staff in a timely manner. Children are exposed to choking hazards in the setting. In the pre-school class, some children walk around with fruit in their mouth, without staff identifying the risk. Children are served food that poses a choking risk, such as sausage. This, combined with staff's lack of knowledge of relevant emergency procedures, places children at risk of harm.
- Parents say their partnerships with the setting are positive. Parents and children are warmly welcomed into the nursery. Parents praise the communication with key people, including about children's play and care. However, leaders fail to ensure parents know the setting's complaint process or how to contact Ofsted if they have a concern about the provider.
- Leaders are not doing enough to improve the poor curriculum or teaching. Staff do not have a good knowledge of how to support children who speak English as an additional language. They lack awareness of the importance of providing children with opportunities to use and celebrate their home language, in order to develop their communication and language skills.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management significantly compromise children's safety. The provider fails to monitor the effectiveness of the safeguarding training provided. Staff have a limited awareness of the signs and symptoms of abuse that may indicate that a child may be at risk of harm. Staff do not have a sufficient knowledge of the setting's child protection procedure, in line with local safeguarding partnership procedures for reporting safeguarding concerns. They are not sure what to do if a child discloses sensitive information or when an allegation is being made against an adult working with children. Risk assessment is not robust enough to identify and minimise risk to children's health. Some staff have poor understanding of first-aid procedures to follow if/when a child is choking.

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 all staff are alert to issues in a child's home life or elsewhere that are potential safeguarding concerns	17/07/2023
ensure that designated safeguarding leads have required knowledge to fulfil their responsibilities and provide support and guidance to any staff on ongoing basis, to ensure that all staff know how to recognise concerns about child's welfare and when to make timely referrals to statutory safeguarding authorities	17/07/2023
ensure that all staff understand the safeguarding policies and procedure, so they are clear about what to do if children's comments give causes for concern and know procedure to follow if inappropriate behaviour was displayed by any adult working with children or if/when allegation is being made against adult working with the children	17/07/2023
ensure all staff have a clear knowledge of 'Prevent duty guidance for England and Wales' so they can identify and know what to do if they believe a child may be exposed to radicalisation and extremism	17/07/2023
provide effective supervision, monitoring and coaching to help staff understand their roles and responsibilities to improve the quality of the provision and to provide quality learning and development experiences for all children	17/07/2023

ensure that all newly qualified staff included in ratios has an either a full paediatric first aid (PFA) or an emergency PFA certificate within three months of starting work	17/07/2023
ensure key person-approach is used to tailor care to effectively meet children's individual needs	17/07/2023
ensure staff are deployed effectively to keep children safe and meet their needs at all times	17/07/2023
ensure that children's behaviour is managed fairly, positively and in an appropriate way to support their well-being and understanding of what is right and wrong	17/07/2023
improve risk assessment to ensure that all risks to children's safety are identified and actions are taken to remove or minimise risks and hazards	17/07/2023
make available to parents and/or carers details about how to contact Ofsted, if they believe the provider is not meeting the EYFS requirements.	17/07/2023

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

	Due date
design a curriculum that is ambitious for all children, including those who speak English as an additional language	27/07/2023
improve and monitor the implementation of the educational programmes to ensure that children's learning is maximised and they achieve the progress they are capable of making.	27/07/2023

Setting details

Unique reference number	2619037
Local authority	Hillingdon
Inspection number	10262431
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	35
Number of children on roll	40
Name of registered person	Melissa's Magical Years LTD
Registered person unique reference number	2619035
Telephone number	07523171578
Date of previous inspection	21 October 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 8am until 6.30pm, all year round. The setting employs seven staff to work with the children. Of these, six staff hold childcare qualifications from level 2 to level 3.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they are doing within the setting.
- The inspector observed the interactions between the staff and children.
- The inspector had discussions with staff and parents and took account of their views.
- The inspector reviewed relevant documents and held discussions with leaders about nursery practices and procedures.

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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