

# Miss Emily's

1-5 Emily Street, Lostock Hall, Preston, Lancashire PR5 5SZ



<b>Inspection date</b>	27 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Since registration the nursery has been through unsettled periods. There have been a number of managers and staff changes. Leaders have not consistently monitored the quality of provision and, as a result, some legal requirements are not met.
- Leaders do not ensure that there are always enough staff working directly with the children to meet their needs. This is particularly evident in the pre-school room and over the lunchtime period. There are times when this hinders children's safety and affects teaching and learning.
- Teaching is not consistent. Despite suitable assessment and planning, there are times when limited staff means that children do not receive the level of support or challenge that they need to make the progress they are capable of.
- Leaders do not ensure space is well planned and organised. At times, there are too many children cared for in individual areas. This hinders the quality of their care and learning.
- Staff understand and identify hazards within the premises. However, these are not always addressed swiftly to help minimise potential risks to children's safety.
- The manager does not receive the supervision and support that she needs to help her address any areas of concern. Leaders have not established a clear and joint vision to help the nursery improve.

### It has the following strengths

- The recently appointed nursery manager is working closely with staff to begin to make some improvements. Parents value the friendly relationships and comment positively on improved communication and their faith in the new management team.
- Children enjoy coming to nursery and form relaxed relationships with nurturing and friendly staff, which helps them feel safe to play and explore.

## What the setting needs to do to improve further

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

	Due date
ensure that there are enough staff working directly with the children to provide adequate supervision, to help to meet the needs of all children and ensure their safety at all times	25/07/2019
ensure that when applying a 1:13 ratio for children aged three and over, the person with qualified teacher status, early years professional status, early years teacher status or another suitable level 6 qualification is working directly with the children	25/07/2019
ensure that the premises, including the organisation of floor space requirements and outdoor spaces, are fit for purpose and suitable for children	25/07/2019
take all reasonable steps to ensure that staff and the children in their care are not exposed to risks, in this case by making sure that all fire exits are free from obstruction and play area paving is free of trip hazards and loose bricks	25/07/2019
implement appropriate arrangements for the supervision of the manager and foster a culture of mutual support and continuous improvement	25/07/2019
ensure that teaching reflects individual children's needs and provides planned, purposeful and challenging experiences which match their age and stage of development, and promote good progress in their learning.	25/07/2019

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

- evaluate practice more effectively to identify areas where improvement is needed, to ensure the requirements of the early years foundation stage are met.

### Inspection activities

- Ofsted carried out this unannounced inspection as a result of a risk assessment, following information received about the provision.
- The inspector observed the quality of teaching during indoor activities, and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, deputy manager and area manager.
- The inspector spoke with and took account of the views of parents, staff and children.
- The inspector checked the available evidence of the suitability of adults working in the nursery and looked at relevant documentation.
- The inspector completed a joint observation of an activity with the manager.

**Inspector**

Angela Rowley

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Leaders have not established a well-planned operational procedure. Space is not consistently used in a way which meets requirements and provides safe, good-quality learning opportunities for children. This is exacerbated when staff group children of different ages together in one area, due to the low number of staff available to care for them. Leaders do not always ensure that there are sufficient, consistent adults available to work directly with the children. They do not always consider that some children need extra support when planning how many staff are needed. Additionally, when the manager is counted as a qualified teacher in ratio, she also attends to other duties, such as answering the telephone and meeting visitors and parents. Consequently, teaching is disrupted. There also are times, in response to low staffing levels, that children are moved into different groups. As a result, children are not always taught at the right level. Leaders cannot demonstrate how additional funding, received for a small number of children, has been spent to help improve outcomes for them. Staff are suitably vetted. They are appropriately trained and understand child protection issues, along with the local procedures to follow if they identify concerns. Members of the recently appointed management team use their experience well and know what good practice looks like. They are already making changes. For example, the manager has recently introduced supervision meetings and support for staff. Together, and with the future planned support of the area manager, they demonstrate the capacity to make the required improvements.

### Quality of teaching, learning and assessment is inadequate

A high staff turnover has resulted in a number of changes of some children's key person. This disrupts their learning and progress. At times, teaching is also disrupted because there are not enough staff working directly with some groups of children. For example, when staff identify spontaneous opportunities to extend children's ideas and interests, they are unable to follow these through. Staff supervise children closely to help keep children safe. However, not enough priority is given to promoting children's learning. As a result, children do not get the most from many of the activities which are otherwise well planned. Mostly consistent staff who work with babies know each child well. They read books, sing songs and talk to the children to promote their communication and language skills. They plan and provide an interesting environment using a range of natural materials which capture the interest of the babies and encourage them to investigate.

### Personal development, behaviour and welfare are inadequate

The organisation of the premises and some general maintenance is poor. One outside play area is still being developed. Staff struggle to manage risks, such as trip hazards and a small number of loose paving bricks. Although they make sure there are swift emergency exit routes, one of the fire escape doors is difficult to open. During busy periods, such as lunchtime, there are too few staff to care for the children. Children's behaviour deteriorates and, at times, they do not behave in safe ways. Staff are not able to consistently implement some of the teaching strategies planned to support learning during this period. Staff try to encourage the development of children's independence

and self-care skills. They support children to self-serve and, on occasions, children help with the washing up.

### **Outcomes for children are inadequate**

Although staff assess children's learning needs well, they do not consistently provide the levels of support and challenge children need to make the progress they are capable of. Some children start at nursery needing support with their personal, social and emotional development. They are not consistently supported to learn how to manage their feelings and behaviour. Children with special educational needs and/or disabilities make some progress, but not enough to begin to narrow gaps in their learning. Despite these weaknesses, children enjoy taking part in a range of activities at nursery. They are inquisitive and enjoy exploring recyclable materials to challenge and develop some of their physical skills. Overall, however, children are not well prepared for school.

## Setting details

<b>Unique reference number</b>	EY554449
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10113640
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Walmsley, Ann Jeanette
<b>Registered person unique reference number</b>	RP513661
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07791412770

Miss Emily's registered in 2017 and is one of four nurseries operated by the same private provider. The nursery employs five members of childcare staff. Of these, two hold qualified teacher status. The nursery opens each weekday, from 7.30am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

