

Inspection of Miss Emily's

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

Inspection date: 4 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

This nursery is one of five nurseries operated by the same provider. The provider's area manager has been tasked with addressing the actions raised from the last inspection of this nursery. The manager has succeeded in implementing the necessary improvements. For example, staff are now deployed effectively. All play areas are safe from hazards, helping to keep children safe and secure. The manager has completely overhauled the planning processes for children's learning and development. Staff are now implementing activities that are purposeful and offer challenge to both individuals and groups of children who attend.

Children arrive happy and excited at this inviting and well-equipped nursery. They settle quickly and engage well in the activities on offer. Older children are confident and converse with staff about their experiences outside the nursery. For instance, at story time children make the noises fire engines make and they excitedly talk about when they saw a fire engine in the street. Babies are contented and seek out their key person for reassurance when the inspector comes into the room. Parents comment on the strong bonds and trusting relationships their young children have quickly established with their key person.

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

- The area manager is clear on what needs to be done to continue to raise the quality of the provision. She is ambitious and has high expectations. She is ready to support and mentor the newly appointed manager when she commences her imminent employment.
- The area manager has embedded a thorough process of supervision for her staff team. Staff are afforded regular feedback on their performance through observation. They are set realistic targets for improvement that are monitored and reviewed. However, those staff who may be less experienced or unqualified could be supported even further to help ensure consistency in the quality of teaching.
- Staff gain detailed information from parents about what their child can already do. Information is used to identify starting points in learning and look for ways to build on children's existing skills and experiences. Parents appreciate suggestions from their child's key person on how to continue their learning at home, such as learning names of body parts by using songs and rhymes. This helps to increase children's early vocabulary.
- Children are introduced to mathematical language during their play. For example, staff use vocabulary such as 'longest' and 'furthest' with older children when they let cars down a ramp. Younger children are helped to understand size and shape in discussions about the biggest one or the round wheels. However, on occasion, planned activities by less experienced staff are not as well thought

out and younger children sometimes soon lose interest. For instance, in another number-naming activity, younger children are not yet able to identify the number names, so are distracted too easily.

- Staff are keen for children to develop their communication and language skills. Staff who are skilled and experienced can effectively start questions with phrases such as 'what do you think?'. In the baby room staff use repetitive songs and rhymes and read familiar stories. This helps children in developing their speech. However, on occasion, staff do not use best terminology and slip into the use of 'baby' talk.
- Staff are good role models. Children are given clear messages about expectations and as a result their behaviour is good. Staff encourage children to share and be kind to one another. Children use good manners and consistently say 'please' and 'thank you' to staff and each other.
- Children are beginning to understand the impact healthy foods have on their bodies. They talk about being strong because they eat vegetables. Children have daily opportunities for fresh air and exercise. Babies are suitably clothed so they can enjoy crawling and splashing around in puddles. All children enjoy trips out, such as to the local library and care home. Children are experiencing a wide range of activities that teach them about the wider world.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of child protection policies and procedures. Staff regularly complete safeguarding training and they are aware of the signs that may cause them to have concerns about the welfare of a child. Robust recruitment and selection procedures, along with a very thorough induction process, help to ensure staff are suitable. The designated safeguarding lead and all staff have a thorough understanding of their roles and responsibilities. Staff check all areas on a daily basis that children use, to help reduce potential risks. This helps ensure children are kept safe.

What does the setting need to do to improve?

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

- continue to support less experienced staff in their professional development to help raise the quality of teaching to a consistently high standard
- ensure staff always use correct terminology to help children, especially babies, continue to develop their communication and language skills to the best possible level.

Setting details

Unique reference number	EY554449
Local authority	Lancashire
Inspection number	10115507
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	37
Number of children on roll	13
Name of registered person	Walmsley, Ann Jeanette
Registered person unique reference number	RP513661
Telephone number	07791412770
Date of previous inspection	27 June 2019

Information about this early years setting

Miss Emily's registered in 2017 and is one of five nurseries operated by the provider. It is situated in the Lostock Hall area of Preston. The nursery employs four members of staff. Of these, one holds qualified teacher status, two hold childcare qualifications at level 3 and one is unqualified. The nursery operates Monday to Friday from 7.30am to 6pm, all year round.

Information about this inspection

Inspector

Kaela Francioli

Inspection activities

- The area manager led a learning walk of the provision.
- The inspector had conversations with parents, children and staff at appropriate times throughout the inspection.
- The area manager and the inspector carried out a joint observation.
- The inspector held a meeting with the area manager where documentation was reviewed, such as the nursery's policies 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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