

Inspection of Messy Memories

3 Clifton Street, Bilston WV14 9EY

Inspection date:

6 February 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses continue to emerge due to ineffective monitoring of staff. The owner, who is also the manager, has failed to address all actions set at the previous inspection. This nursery still fails to meet a number of statutory requirements of the early years foundation stage. Staff, including the designated safeguarding lead, lack knowledge of wider safeguarding issues. Staff do not wash their hands after wiping children's noses or changing nappies. This poor practice increases the risk of cross-infection and does not promote children's welfare. However, children enjoy freshly cooked and nutritious meals to support their health. Teaching is inadequate and children do not make good progress. Staff cannot provide clear intent or justification for activities they provide to children. Staff keep large groups of children in small areas despite there being sufficient space elsewhere. This creates a cramped environment which impacts on children's behaviour as they become frustrated and engage in attention-seeking behaviour. Staff deployment is poor and they do not manage children's behaviour well. Children wait around unoccupied for too long between routines and activities. The key-person system is not effective. Staff's weak knowledge of children's next steps in learning leads to poor learning outcomes. Consequently, children demonstrate poor attitudes towards their learning.

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

- Children display unacceptable behaviour that is poorly managed by staff, who are not equipped to deal with these challenging situations. When staff notice inappropriate behaviour they respond with 'no, no'. They do not help children to understand right from wrong. There are a high number of unseen incidents that staff fail to respond to. Their approach to behaviour management does not support children's emotional well-being.
- Planned activities are not matched to individual children's learning needs. Group sizes are too big and staff do not take account of the different ages and abilities of children taking part. Children become bored and frustrated and display poor behaviour. Staff do not notice or respond as some children hurt others. Activities are rarely completed due to the constant disruption. This leads to a loud, disorganised and chaotic environment where children lose focus and engagement. This impacts on children's learning and emotional needs.
- There is poor organisation of space and equipment, which has a negative impact on children's learning and well-being. For example, children are continually moved into a small dark area, which does not enable them to move around or fully engage in their activities. At snack time, staff use one small area which results in three children sharing one place at the table. This results in children becoming frustrated and they begin to push other children.
- Activities are constantly interrupted. Staff start an activity and then leave the

room. Another member of staff enters and struggles to take over, unsure of what they are expected to do. Staff shout across the small area to each other. They start separate discussions or sing with children on the periphery, which disrupts the activity further. This does not support children's learning, including those children with special educational needs and/or disabilities (SEND).

- Staff do not make regular observations and assessments of children's learning and development. They do not provide children with enough good-quality, rich, imaginative and challenging experiences, targeted at promoting the next steps in their learning across all areas. Consequently, children do not progress as well as possible. Furthermore, children with SEND do not consistently benefit from good support. As a result, children do not gain the key skills to help prepare them for the next stage of their learning or eventual move to school.
- Staff deployment is poor. For example, staff are included in the staff-to-child ratios, but have dual roles, such as preparing and cooking children's meals. This reduces the staff available to support children's learning and care needs.
- The key-person system is not effective. Some staff do not know what their key children need to learn next. Additionally, arrangements for children in the event of their key person's absence are not effective. Cover staff are not aware of children's learning needs. This has a significant effect on children's learning and development.
- Partnership with parents is weak. Parents say they are unaware of their children's next steps and staff do not value parents' observations of their own children. This does not support parents to continue their children's learning at home. That said, parents comment that the staff are kind and friendly.
- Leadership and management are inadequate. There is a lack of effective support, coaching and training for staff. The manager has not identified weaknesses in the curriculum or staff's lack of understanding of the importance of keeping children safe and emotionally secure.

Safeguarding

The arrangements for safeguarding are not effective.

Despite attending training, the manager and staff do not know the possible signs that a child may be at risk of female genital mutilation or how to identify children at risk of harm from those with extreme views and behaviour. Nevertheless, staff do understand who to report concerns to about children in their care. The manager does not ensure that staff follow effective routines to promote the good health of children. For example, staff do not practise good hygiene routines. The ineffective key-person system results in some children not feeling emotionally secure. Staff do not manage children's behaviour, which results in other children being hurt.

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 that all staff, including the manager, have up-to-date knowledge and understanding of safeguarding issues, with particular regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent' duty	06/03/2020
take effective steps to prevent the spread of cross-infection and promote children's good health	06/03/2020
ensure effective deployment of staff so they meet children's individual needs and promote their learning	06/03/2020
provide parents with information about the activities, experiences and learning delivered to their children in the nursery, and develop partnerships with parents to enable them to help children to continue their learning at home and to be involved in their child's ongoing assessments	06/03/2020
implement an effective key-person system so that each key person fulfils their role to ensure that learning experiences provided are tailored to meet children's individual needs	06/03/2020
ensure staff are supported to develop the skills they need to manage children's challenging behaviour effectively and to help children learn behavioural expectations and develop good social skills	06/03/2020

support staff to provide all children with good-quality, rich, imaginative and challenging experiences, targeted at promoting children's next steps in their learning, including those children with SEND, funded children and those who need additional support to catch up with their peers	06/03/2020
ensure the premises and space available are organised in a way that meets the needs of all children.	06/03/2020

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff regularly observe and assess children to determine their level of achievement; use this information to plan challenging and enjoyable learning experiences that are based on each child's individual interests and next stage of learning.	30/04/2020

Setting details

Unique reference number	EY548271
Local authority	Dudley
Inspection number	10131137
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 11
Total number of places	29
Number of children on roll	46
Name of registered person	Messy Memories Limited
Registered person unique reference number	RP548270
Telephone number	01902 680288
Date of previous inspection	25 October 2019

Information about this early years setting

Messy Memories registered in 2017. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and level 3. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. It offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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