

# Inspection of Miss Emily's

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

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Inspection date: 24 November 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety is compromised. This is because staff do not make sure that emergency medication that children may require is readily available, should they need to administer it. In addition, staff do not make sure some of the resources in the outdoor area are in good repair and safe for children to use.

Not all children's needs are met effectively. Babies are not able to access the outdoor area daily, which impacts on their overall health and well-being. While pre-school children are settled and explore with increasing confidence, children in the toddler room do not enjoy the same quality of experiences. This is because staff do not effectively engage with children as they play or have a detailed understanding of their individual learning needs and next steps. Furthermore, changes to nominated key staff mean that not all children's individual learning needs are known and planned for accordingly. Children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, are not given the precise support they need to help them to make good progress.

Staff show kindness, concern and a caring nature towards the children, who in turn demonstrate that they feel happy and secure. Staff recognise the impact that COVID-19 has had on children. As a result, they have supported children to develop their skills in sharing, turn taking and being confident in social situations. Staff promote positive behaviour. They remind children of the nursery's expectations. Children are able to follow simple instructions and behave well. Overall, children have a positive attitude to learning and enjoy exploring the activities and resources that staff provide. For example, pre-school children enjoy learning about numbers. They calculate how many blocks they will need to match the number on the cards they have chosen.

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

- Staff do not ensure that children's medication is available to administer, should an emergency situation arise. For example, children who require an inhaler are able to attend without their medication on site and readily available. This compromises children's safety and well-being.
- Although there are risk assessment procedures in place, these are not comprehensive. For example, staff fail to identify and remove items outside that have become unsafe for children to use, due to wear and tear. However, risk assessments in the indoor areas are implemented effectively.
- Not all babies have daily access to outdoor play. This is because staff take the decision to keep all children indoors to meet the needs of children who have additional health care concerns. This has an impact on those children who prefer to learn outdoors, as staff are not able to provide babies with important outdoor

learning experiences to fully promote their overall good health and physical development.

- Staff do not consistently interact with children, particularly those with SEND, to support their learning. For example, staff sit behind children and do not engage in conversations, model language or make eye contact. This approach does not help children to develop their communication, language and social skills. Furthermore, staff do not obtain precise information about children with SEND to help to close gaps in their learning and prevent them from falling further behind.
- Changes to children's key persons are not implemented swiftly enough to ensure all children have a named person who knows them well. Consequently, staff do not always have a precise understanding of how to meet children's individual needs to support their learning and development. Additionally, some parents are not aware of who their child's key person is to ensure effective lines of communication.
- Procedures to manage staff performance are not effective. Staff do not benefit from regular and purposeful supervision in order to develop their knowledge and skills. This prevents staff from making the necessary improvements to the quality of their teaching and interactions with children.
- Staff working with pre-school children help them to become skilful communicators. They ask children thought-provoking questions and encourage children to talk about what they are doing. Staff use descriptive language and repetition to ensure that children are able to hear a wide range of vocabulary. However, despite babies and toddlers being happy and engaged in activities, staff do not recognise the potential impact that the consistent use of dummies has on children's communication development.
- The very recently appointed manager has a clear vision for improvement. She demonstrates passion and commitment to bring about rapid and positive changes. She has enthusiastically already implemented changes to the environment, which have had a positive impact on children's engagement levels and their eagerness to learn.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Inconsistencies in risk assessment, and a failure to ensure that children have the medication that they need, compromises children's safety and has a significant impact on the ability of leaders and staff to safeguard children. Staff demonstrate a suitable understanding of safeguarding issues. They attend training to enable them to identify the possible signs and symptoms that may indicate a child is suffering from abuse or neglect. There is a whistle-blowing policy in place which is known and understood by staff. All staff undergo suitability checks as part of their recruitment process. This helps to ensure that they are safe to work with children.

## **What does the setting need to do to improve?**

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
ensure that all medication that children require is available and easily accessible in the event of an emergency situation	03/12/2021
improve systems for risk assessment, in particular the outdoor area, to ensure that any potential hazards are identified and quickly removed to minimise risks to children	03/12/2021
ensure that children with SEND, and those who speak English as an additional language, are supported swiftly and appropriately to meet their individual requirements and help them to make good progress	03/12/2021
review the existing key-person arrangements to ensure that all children have a named key person to support their individual needs and progress	03/12/2021
ensure that outdoor activities are planned and taken by all children on a daily basis in order to support their health, well-being and physical development	03/12/2021
implement effective systems for supervision, coaching and professional development of staff to improve the quality of teaching and learning	03/12/2021
ensure staff understand how to successfully support children's communication and language development.	03/12/2021

## Setting details

<b>Unique reference number</b>	EY554449
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10214717
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Walmsley, Ann Jeanette
<b>Registered person unique reference number</b>	RP513661
<b>Telephone number</b>	07791412770
<b>Date of previous inspection</b>	4 October 2019

## Information about this early years setting

Miss Emily's registered in 2017. The nursery employs eight members of staff. Of these, the manager holds a qualification at level 6 and six staff hold qualifications at level 3 or above. The nursery operates Monday to Friday from 7.30am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Cox

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with parents, staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the learning and development manager.
- The inspector held a meeting with the manager, learning and development manager and the provider. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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