

# Inspection of Maggie & Rose Nursery Islington

7-9 Esther Anne Place, London N1 1UL

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Inspection date: 11 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	Not applicable

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

### **The provision is inadequate**

Children's safety and well-being are compromised at the nursery. The arrangements for babies at mealtimes and when they need to sleep are not safe. Children do not always experience warm and nurturing relationships with staff in order to help them feel safe and secure. For instance, babies are not comforted or reassured if they become tired and distressed. Staff prevent them from moving from their sleeping mats by patting or rubbing their backs and babies eventually cry themselves to sleep. Older children are not guided by staff to manage their behaviour and treat others with respect. Nevertheless, children develop friendships with their peers.

Staff do not have high enough expectations for children and do not understand their learning needs. Children have limited opportunities to make choices and explore their own ideas and interests. During focused activities, children become bored and restless because they spend too long without anything to do. This does not encourage them to feel positive about learning. However, when children have the chance to lead their own play, they show imagination and good concentration. For instance, younger children pretend to make pizzas from play dough. They demonstrate energy and enthusiasm as they shape the dough and create toppings, such as 'red sauce' and 'cookies'.

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

- The provider has carried out checks on the suitability of staff. However, the manager has not ensured that staff understand the requirement to disclose any subsequent changes or events. This may affect their suitability to work with children and compromises children's safety.
- The manager is new to the setting. She has identified that the nursery does not meet required standards for care and education and speaks about her plans for improvement. However, neither she or the provider prioritise improvements effectively or take timely action where there are risks to children's welfare. For example, the manager knows that staff do not understand safe sleeping arrangements for babies. She has asked the provider to arrange staff training. However, this has not been addressed immediately to ensure that babies are kept safe.
- The manager has introduced supervision for staff. However, she has not used this effectively to achieve a good level of professional practice. As a result, staff do not ensure that they safeguard children and do not provide consistent, good-quality care and learning experiences. Staff say that they enjoy working at the nursery, yet some display little enthusiasm for their roles. For instance, when asked about the lack of choices for children, they say resources are available but just difficult to access.

- Staff in the baby room do not assess risks to children effectively. For instance, staff place babies down to sleep on their tummies rather than on their backs, which is recognised as a safer position. They do not think to remove babies' bibs from around their necks before they sleep. At snack times, babies are served large chunks of fruit, which are a choking hazard. Staff also allow babies to leave the table and wander around the room eating food. This poor awareness of risk compromises children's safety.
- All children are allocated a key person. However, some staff say this is 'on paper only' because they have too many key children to be able to provide individualised care and learning. For example, babies who are new to the setting are looked after by lots of different staff, rather than by their key persons. Consequently, they do not receive the consistent emotional support they need to help them feel safe. However, children with special educational needs and/or disabilities are fully included in the nursery routines and activities. Staff share information effectively with their parents and other professionals.
- Staff monitor children's progress and have some idea of what they want them to learn. However, they do not plan effectively to support children's individual interests or learning needs. Staff focus too much on the outcomes of activities, such as ensuring children produce a picture to take home. They do not give enough consideration to helping children to build on their skills and knowledge. Therefore, children do not make the progress they are capable of.
- Staff do not support children's personal, social and emotional development effectively. For instance, when children do not behave well, staff do not help them to understand their emotions and modify their behaviour. Staff give children instructions, such as to help tidy up or stop running around indoors. However, they do not follow up on this when children do not listen. Consequently, children are not learning to respect rules and boundaries.
- Parents speak positively about the setting. They say that the staff are friendly, and their children enjoy attending. Parents describe how staff share useful information about children's routines and activities via an online app. They say that the new manager has made some positive changes since her appointment, including listening to parents' views.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Staff have a poor understanding of children's welfare needs and do not assess risks effectively to keep children safe at nursery. Staff have received safeguarding training. They can describe different types and signs of child abuse and know how to report concerns about children's welfare. Staff know the correct procedures should an allegation be made about another staff member. The provider has ensured that all staff working with children have had their suitability checked.

## **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 staff understand their responsibility to disclose any changes or events that might affect their suitability to work with children	20/12/2021
take all reasonable steps to ensure that children are not exposed to risks, particularly in the baby room when children are eating and sleeping	20/12/2021
strengthen the key-person system so that all children receive individualised care and learning experiences, which are appropriate for their needs, including support for their behaviour	20/12/2021
improve arrangements for staff supervision and training to achieve a consistently good standard of care and education for children and ensure that all staff understand and fulfil their roles and responsibilities	20/12/2021
provide challenging and enjoyable experiences for children based on their individual interests and learning needs to support their progress in all seven areas of learning.	04/01/2022

## Setting details

<b>Unique reference number</b>	2553562
<b>Local authority</b>	Islington
<b>Inspection number</b>	10213127
<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 3
<b>Total number of places</b>	80
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Maggie and Rose (Chiswick) Limited
<b>Registered person unique reference number</b>	RP532432
<b>Telephone number</b>	07990605062
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Maggie and Rose Nursery Islington registered in 2019. It is located in the London borough of Islington. The nursery is open each weekday from 7.30am to 6.30pm. It operates all year round, except for bank holidays. The provider is registered to offer funded early education to children aged three and four years. The provider employs 15 staff, of whom 11 hold childcare qualifications ranging from level 3 to level 5.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 manager and has taken that into account in their evaluation of the provider.
- The inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector spoke to some of the parents, staff and children and took account of their views and experiences.
- The manager and the inspector had a tour of all areas of the provision. They discussed the organisation of the setting and the educational programmes.
- A meeting was held between the inspector and manager to discuss issues such as staff supervision and the evaluation of the provision.
- The inspector observed the quality of education being provided and assessed the impact on children's learning. This included a joint observation with the manager.
- A sample of relevant documentation was viewed by the inspector, including suitability checks for staff and safeguarding policies.

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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