

Inspection of Makehay Day Nursery

Ground Floor, King's Court, 34 St Georges Way Salford, Manchester M6 6SU

Inspection date: 10 March 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The curriculum is poorly planned and implemented. This hinders children's progress. Children do not gain the knowledge and skills they need for the future. This is due to a lack of purposeful learning experiences. Children take part in some activities, but these are often not well planned and stimulating enough. As a result, children become disengaged and this has a negative impact on their behaviour.

Staff expectations of what children know and are capable of are not accurate. This means that staff fail to build on what individual children need to learn next. For example, children are seated for long periods and are provided with one activity at a time. Older children want to extend their learning and make independent choices. They seek additional resources to enhance their play. However, they are asked to return to the table and use the limited equipment that staff give to them. This means that they take resources from other children. Children snatch toys and quickly lose interest and motivation. Babies spend prolonged periods with little interaction from staff. They are asked to share, but are not supported to understand what this means. In addition, children, who speak English as an additional language have limited opportunities to develop their communication and speaking skills.

Pre-school children are not encouraged to take responsibility for their personal care. They do not have enough opportunities to develop independence. For example, staff roll up children's sleeves and wash their hands for them, including pumping the soap from the dispenser. Staff chop up older children's meals and provide them with spoons to eat lunch. These weaknesses in staff practice do not help older children to develop the self-care skills needed, in readiness for school.

Despite weaknesses across the provision, children are safe. They have access to the outdoor area each day, which provides them with fresh air and opportunities to exercise. Children settle with ease. Parents drop them off at the door. This is due to the risk assessment implemented because of COVID-19. All children happily enter, warmly welcomed by the provider and staff.

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

- Leadership is weak. The provider, who is also the manager, has struggled to recruit skilled and experienced staff. There is no deputy manager in place and staff are not qualified to work with babies. The manager is currently trying to undertake a number of roles within the nursery. These include preparing all meals and snacks. She is also frequently required to answer the door to parents. As a result, the provider does not provide enough support and feedback to help staff to improve their knowledge and skills.

- The provider has a vision for what she wants children to learn, however, this is broad and lacks focus. The provider wants children to develop some skills, such as independence and communication skills. However, these aspects of the curriculum are not being implemented. Activities are often mundane and fail to ignite children's motivation to learn. Staff do not have a good enough understanding of child development. This is particularly in relation to meeting the needs of babies and children who may require a little more help. Staff do not provide meaningful, challenging learning experiences to help all children to make good progress.
- The key-person system is not consistent. Although most children are allocated a key person, due to difficulties retaining staff, parents are unaware when changes have been made. High staff turnover means that current staff have been asked to take on responsibility for additional children. Part-time staff are not sure who they share key-person responsibilities with. Some staff do not know what children's individual needs are and what they need to learn next.
- Self-evaluation is inaccurate. The provider has an unrealistic view of the quality of the nursery. She is unable to observe and monitor practice in the rooms and has not identified significant weaknesses in the quality of education. As a result, she has failed to see where improvements are required, to ensure that children receive the quality of education that they are entitled to.
- The curriculum for communication and language is weak. Some staff have been trained to recognise gaps in children's speaking skills. However, although these gaps are identified, staff fail to help these to close. A lack of monitoring means this goes unnoticed. There are limited opportunities for babies to hear new words and sounds. Staff do not provide meaningful story sessions to support children's listening and attention. The large group story time is poorly planned and delivered. This has a negative impact on the session and valuable learning is lost.
- Children are not aware of the expectations for behaviour. Staff do not consider children's levels of understanding when giving them instructions. For example, babies are asked to share mark-making tools but are not given enough time to understand what has been said. Staff swiftly take the tools away and hand them to another child. Staff hold babies over a sink and wash their hands. They provide no explanation about what is happening or why. Older children's attitudes to learning are sometimes poor. This is due to the lack of stimulation, limited resources and unclear expectations. This leads to a disorderly environment.
- Parents comment that they are happy. Although not all parents know who their child's key person is, they comment that children are safe and well cared for. Some of the systems used to communicate information with parents are well received, such as the online application tool.
- When children lead their own play they show some motivation for learning. Older children build on their mathematical knowledge and count in sequence. For example, they build a tall tower with blocks and capably count one to eight. Babies enjoy the sensory experience as they feel the texture of dry cereal. However, staff fail to build on children's interests and promote their learning effectively.

Safeguarding

The arrangements for safeguarding are effective.

Procedures for the safe recruitment of staff are secure. This helps the provider to ensure that staff who work with children are suitable to do so. All staff understand the correct procedures to follow if they are concerned about the welfare of a child. Staff know the steps to take if they are worried about the actions of a colleague. This helps to keep children safe. The premises are secure. For example, closed circuit television is used and there is a secure entry system in place. Babies and older children take turns to access the outdoor play area. This means the youngest children can play and explore safely. Older children take some calculated risks in their play. For example, they climb the steps to the large slide and jump off, supported by staff if required.

What does the setting need to do to improve?

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

	Due date
ensure there is a named deputy to take responsibility in the absence of the manager	08/04/2022
ensure staff are trained to work with babies and are able to meet their needs	08/04/2022
improve how the curriculum for communication and language is implemented	08/04/2022
ensure that the individual needs, interests and development of each child are used to plan a challenging and enjoyable experience for each child	08/04/2022
monitor staff practice more precisely and give them incisive feedback to ensure they deliver the curriculum intent	08/04/2022
improve the key-person system and ensure that staff can meet the needs of children and parents know who their child's key person is.	08/04/2022

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

- manage children's behaviour more appropriately, depending on their ages and level of understanding
- focus more closely on what individual children need to learn, in readiness for what comes next
- improve self-evaluation to identify weaknesses and take prompt action to address these.

Setting details

Unique reference number	2637263
Local authority	Salford
Inspection number	10230756
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 at time of inspection	0 to 10
Total number of places	37
Number of children on roll	36
Name of registered person	Makehay Childcare Ltd
Registered person unique reference number	2637264
Telephone number	07588492860
Date of previous inspection	Not applicable

Information about this early years setting

Makehay Day Nursery registered in 2021 in Salford, Manchester. The nursery employs seven members of childcare staff. Of these, three members of staff hold relevant childcare qualifications at level 6, one member of staff holds a relevant childcare qualification at level 3 and three members of staff are unqualified. The nursery operates all year round. Sessions are from 7.30am to 6pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the provider/manager. The intent of the curriculum was discussed.
- The inspector evaluated an activity with the provider/manager.
- Regular meetings were held with the provider/manager.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the setting's self-evaluation and checked evidence of staff suitability.
- The views of parents were obtained.
- Children and staff were spoken to throughout the inspection.
- The premises was checked to ensure they are safe and suitable.

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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