

# Inspection of Maisie Days Ltd T/A The Nursery

29 Lodge Lane, Aston, Sheffield S26 2BL

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Inspection date: 8 September 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

GoodGood

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

### **The provision is inadequate**

Staff do not have a good enough understanding of how to safeguard children. Hazards are not risk assessed well enough and this compromises children's safety. The key-person system is not effective in meeting all children's individual needs. While some practitioners have a reasonable knowledge and understanding of the areas of learning, there are others who do not. This means that they are unable to plan purposeful activities to help children learn. Practitioners are vague about what children need to learn next. For example, they say they are working on children's communication by using lots of repetition and dialogue, but this does not happen in practice. Consequently, children do not make good enough progress in the key areas of learning that will prepare them for their next step in their education, such as school.

Children behave generally well and follow simple instructions to help tidy up before lunch. However, they do not get explanations as to why they should not do something. For example, children stood in a box of resources and a practitioner raised their voice from across the room telling them to 'get out of the box, we don't stand on toys'. However, children did do as they were told. Children who run about inside are rarely stopped and are not reminded of the dangers to themselves or others. This does not help children to understand how to stay safe or the possible consequences of their actions.

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

- Leaders and managers do not fulfil all their key responsibilities, especially in relation to the management of the setting, safeguarding children and providing quality education. There is not enough thought given to how practitioners can promote children's communication and language skills. Practitioners are suitably qualified. However, they do not make the best use of their training and their knowledge of how children learn. This means they have little impact on children's learning and development, and children do not make good enough progress.
- The organisation of practitioners is poor. There has been no consideration of what is needed to meet the individual needs of all children, including their safety and well-being. Practitioners are not deployed effectively, particularly during the after-school session. Activities are poor and children are not well occupied. The room is very noisy, with some children shrieking and wildly running around. Items are thrown, which results in injuries to children.
- The monitoring of the quality of care and education is not established. The manager has not observed the quality of education in order to action any changes. There are no arrangements for the supervision, support, coaching and training of practitioners to improve their personal effectiveness.

- Children's communication and language are not supported well enough. Practitioners' interactions with children lack purpose. Practitioners do not ask children questions that need them to think things through. They do not encourage and support children to come up with and explore their own ideas. This means children do not make the progress they should.
- Funding to support children with special educational needs and/or disabilities (SEND) is not applied for because it is a 'long process'. This means that children and families who may benefit do not get the opportunity to have that support in place. It also means that the provider does not have regard to the 'Special Educational Needs Code of Practice'.
- Risk assessments are not good enough. Several hazards were pointed out by the inspector during the visit. These included two large metal cans with rust on the outside in the baby room, a damaged table, damaged radiator covers and wires hanging down in loops. Resources children drop on the floor are often left where they land, which creates trip hazards. The table was removed immediately once this was pointed out, but the other hazards had not been dealt with by the end of the inspection. This means children are at risk of injury.
- Nappy changes are not hygienic. Practitioners wear disposable aprons and gloves but do not change the apron or wipe the changing mat down between each child. Consequently, there is a risk of cross infection between children.
- Children are often left to their own devices and get little recognition for their work. For example, in the pre-school room, children were left alone creating a picture. When finished, they were eager to show it to someone but were unable to get the attention of a practitioner. The lack of purposeful interaction and the failure to acknowledge their work does not support children's learning, including their emotional development.
- The learning environment lacks interest. Children are not very interested in the resources and activities offered. The lack of variety does not encourage children to be active, inquisitive learners or to be eager to explore. Children rarely ask questions or show any curiosity about what is happening around them.
- Partnership with parents and the key-person system does not ensure that the curriculum meets children's individual learning needs. Parents told the inspector that they do not know who their child's key person is, or how important the key person role is. Parents report that they do not receive information about the progress their children are making. They do not receive any guidance or ideas about how they can promote their children's learning at home.
- Babies are very happy and settled. Practitioners' interactions are consistent, warm and encouraging. Babies who have just found out they can stand on two feet are encouraged to take a small step. Although they are still a little cautious, they do try to move. This shows that they feel safe and have trust in those who are holding them. They are rewarded for trying with claps and cheers.
- Practitioners in the baby room show that they know their children well. They know how to teach children to walk and how to promote their early attempts at communicating, for example copying the babbles and sounds they make.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are not promoted well. Although the manager demonstrates a good knowledge and understanding of child protection and safeguarding, not all practitioners do. Monitoring of staff knowledge and understanding of how to identify safeguarding concerns and how to report these is not effective. Some practitioners were unable to answer questions about safeguarding and child protection procedures. There are practitioners who have no knowledge of the 'Prevent' duty. Risk assessments do not take into account all hazards in the setting. Hygiene practices are not consistently effective. This means that safeguarding is not effective and compromises children's safety.

### 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:**

	<b>Due date</b>
train all staff to understand the safeguarding policy and procedures and ensure they have up-to-date knowledge of safeguarding issues, such as county lines	28/09/2022
improve staff knowledge and understanding of the guidance and procedures of the relevant local safeguarding children partnership and the 'Prevent duty guidance for England and Wales'	28/09/2022
provide each child with a key person who ensures that children's learning and care is tailored to meet their individual needs and who works closely with parents to guide the child's development at home	28/09/2022
ensure staffing arrangements meet the needs of all children and ensure children are adequately supervised to ensure their safety	28/09/2022

provide suitable hygienic changing facilities for children who are in nappies	28/09/2022
take steps to ensure the premises, including the outdoor spaces, are fit for purpose, hygienic, clutter free and regularly checked throughout the day	28/09/2022
ensure there are arrangements in place to support children with (SEND)	28/09/2022
ensure that effective risk assessment procedures are implemented and that action is taken to identify and minimise or remove hazards to children in the setting, particularly in relation to broken radiator covers, loose wires hanging down in loops, and a low fence in the outdoor area that is in a bad state of disrepair.	28/09/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
monitor the curriculum, its intent and implementation, and improve its impact on children's learning and development so they make at least good progress	05/12/2022
strengthen staff practice and ensure they take account of children's progress to plan activities for what they need to learn next.	05/12/2022

## Setting details

<b>Unique reference number</b>	EY466476
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10253921
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	46
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Maisie Days Ltd
<b>Registered person unique reference number</b>	RP532868
<b>Telephone number</b>	0114 2877650
<b>Date of previous inspection</b>	4 April 2019 4 April 2019

## Information about this early years setting

Maisie Days Ltd T/A The Nursery registered in 2013. The nursery employs 14 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds a qualification at level 5, eight hold qualifications at level 3, one is qualified at level 2 and two are unqualified. The nursery opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 7am until 7pm.

## Information about this inspection

### Inspector

June Rice

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they like to do at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the practitioners and children.
- Parents shared their views on the setting with the inspector.
- The manager provided the inspector with a sample of key documents on request.

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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Piccadilly Gate  
Store Street  
Manchester  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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