

# Inspection of Maisie Days Ltd T/A The Nursery

29 Lodge Lane, Aston, Sheffield S26 2BL

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Inspection date:

8 February 2023

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision requires improvement**

Since the last inspection, several of the weaknesses have been actioned. The outdoor play area has been made safe and the hazards in the premises have been removed. However, there are still weaknesses that need to be addressed. Despite these weaknesses children form positive relationships with their key person. Young children seek comfort and reassurance and benefit from regular cuddles with familiar adults. Older children enjoy some responsibilities, such as helping to tidy their plates and cups after lunch. Babies and older children, generally, behave well. However, at times staff working in the toddler room are inconsistent with how they support young children to understand their feelings and emotions. Consequently, some children squabble and become upset.

The curriculum is not sequenced appropriately to challenge children in their play. At times, staff interaction is not effective to engage children and develop their enthusiasm for learning. This means that children become bored with the activities on offer and wander round looking for things to do. However, older children enjoy practising their scissor skills by cutting paper and other materials. Babies happily take part in soft play to develop their physical skills. Toddlers talk to staff about trips to the seaside on the train.

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

- Staff understand what they intend children to learn next. However, they do not use this information to inform the delivery of the curriculum. The quality of teaching is inconsistent, and the activities provided are not challenging enough to help children to progress at their own pace. This means children, including those with special educational needs and/or disabilities, do not make good enough progress.
- Staff complete a written summary for children aged between two and three years. However, they do not assess the children's progress and the checks are not shared appropriately with parents. Therefore, parents are not aware of their child's progress in the three prime areas.
- Children are familiar with the routine of the day. However, staff in the toddler room do not support younger children to understand the consequences of their actions and the effect of their behaviour on others. For example, staff do not intervene appropriately when children squabble over equipment. This leads to further disagreements and children hit each other with toys.
- The manager does not rigorously monitor staff deployment to identify and address any weaknesses. For example, sometimes staff become too focused on tasks. They spend large amounts of time out of the rooms collecting meals and taking dirty dishes to the kitchen. This means children have to wait for long periods of time for staff to be available and children's individual needs are not

always met.

- Members of the management team carry out supervision meetings with staff. They devise and put plans in place to support staff. However, these are not yet effective in raising the practice of some staff.
- Staff provide opportunities for children to develop their independence. Children wash their hands before their snack, demonstrating that they are learning how to take care of their bodies. They choose what they would like to eat from a selection of healthy options and serve themselves. Through this, children are learning the skills they need to be ready to go to school.
- Parents state that their children are happy and have settled in well at the nursery. They speak highly of staff and find the use of the parent online app useful. Parents state that they receive daily updates about their child's day and information about how to support learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their awareness of child protection issues up to date. They know the process to follow if they have a concern about a child. Safeguarding policies and procedures are kept up to date and are shared with all staff. The manager regularly checks staff's understanding of child protection, including wider safeguarding, through questions and team meetings. Safer recruitment and vetting processes are in place. This means that staff who have access to children have their suitability assessed. Risk assessments are in place and actioned to make sure the areas children access are safe.

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

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

	Due date
ensure that the quality of teaching is consistent, and all staff make best use of information gained from assessments to provide each child with appropriate levels of challenge while they play, so that children make good progress	10/08/2023
ensure staff consistently complete a progress check for every child between the ages of two and three years, and provide parents/carers with a short, written summary of their child's development in the prime areas	10/04/2023

manage younger children's behaviour more effectively to ensure that children understand and consistently follow the rules and expectations in the setting	10/04/2023
ensure that staff are deployed effectively across the nursery to meet the needs of all children	10/04/2023
ensure supervision meetings are fully effective in providing all staff with the guidance, coaching, and training they need, so that they all have a good understanding of how to fully promote children's learning.	10/04/2023

## Setting details

<b>Unique reference number</b>	EY466476
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10266016
<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 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	60
<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>	8 September 2022

## Information about this early years setting

Maisie Days Ltd T/A The Nursery registered in 2013. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ruth Moore

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several 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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