

Inspection of Blossom Tree Day Nursery

Pineham Village Neighbourhood Centre, Dragonfly Way, Pineham Village,
Northampton NN4 9EH

Inspection date: 17 January 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they are happy at nursery. Staff welcome children when they arrive and sensitively support those who are upset when their parents leave. The time taken by staff to help children settle when they arrive promotes children's feelings of being safe, their well-being and builds trust. Consequently, the relationships between children and staff are positive. Children who are 18 months old approach staff with books and clearly indicate that they want the staff to read to them. Toddlers are pleased to see their friends when they get up after a sleep. Pre-school children call across the room to staff and their friends to show their paintings and ask friends to join them.

Children respond well to the high expectations staff have for their behaviour and learning. Children are eager to join in with the activities and they enjoy the staff's positive involvement with them as they play. This positive interaction with staff contributes to children's learning. Staff have a consistent approach and children listen when staff remind them to be kind to their friends and to use their 'walking feet' indoors. Staff know the children well. They understand where children are in their learning and plan purposeful activities. For example, staff offer messy play experiences after they notice that some children are less confident to explore different textures. Children develop confidence to try new experiences with encouragement and reassurance from staff.

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

- The provider works closely with the manager, and they have correctly identified and prioritised areas for improvement in the nursery. This effective oversight results in a clear vision for the future of the nursery. The manager works well with the staff. She supports and motivates them effectively to be confident in their interactions with children. The provider and manager have found it difficult to recruit suitable staff since the COVID-19 pandemic. Existing staff are encouraged to complete training to continue their professional development.
- Staff help children to learn to be independent. They build on children's skills that help them be ready to start school when the time comes. Babies and toddlers can choose freely from toys and books they are interested in. Staff plan activities such as arts and crafts and drawing where children make their own decisions about what they create. With support, pre-school children become adept at serving their own lunch and carrying their plate and cutlery to the table.
- Most parents speak very positively about their and their children's experiences at nursery. They comment how effective the staff are at settling their children in when they start attending and how they like the regular communication they receive about their child's development. However, some parents feel that they do not receive sufficient detail about their child individually to help them

understand what they have done during the day and what they have been learning. This limits the opportunity for parents to support their children's learning at home.

- Children are curious, interested and motivated to join the activities provided. They benefit from the staff's interactions as they talk to them and help them to think about what they want to do next. Children are confident to initiate conversations with staff and make friends. They work together well, cooperating with one another during construction activities and sand play.
- Overall, the nursery curriculum is planned effectively. Staff follow children's interests to help them build on what they know already and widen their experiences. Staff support and encourage children during their play to explore and extend their learning. However, although children do take part in regular outdoor play, the curriculum that staff plan for outdoors is currently less effective in helping those children who learn best outdoors, to take full advantage of learning opportunities.
- Staff work closely with parents from the outset to find out about children's home life and experiences. This is then considered for the curriculum planning so that staff can broaden the experiences children have as part of their development, for example helping children to learn about communities and the wider world through celebrations of different festivals, such as Diwali. Children learn about traditional stories, they have time to explore dressing up-clothes and resources and they take part in arts and crafts, such as making Rangoli patterns linked to the festival.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a suitable understanding of safeguarding and they know about the signs and symptoms of abuse. Staff know how to record and report any concerns to the designated safeguarding lead for the nursery. Management requires all staff to complete regular training to ensure their knowledge of safeguarding issues remains up to date. Risk assessments in the nursery are effective. The premises are secure and well maintained, which contributes to keeping children safe. Appropriate checking of staff at the point of employment and then ongoing, helps to ensure staff are and remain suitable to work with children.

What does the setting need to do to improve?

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

- extend the partnerships with parents to ensure that all parents receive sufficiently detailed information about their own child's well-being and the activities they take part in during the day

- focus more precisely on enhancing the curriculum for children's play and learning experiences outdoors.

Setting details

Unique reference number	2589559
Local authority	West Northamptonshire
Inspection number	10213951
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	126
Number of children on roll	104
Name of registered person	Blossom Tree Day Nursery Ltd
Registered person unique reference number	2589558
Telephone number	01908686789
Date of previous inspection	Not applicable

Information about this early years setting

Blossom Tree Day Nursery registered in 2020 and is managed by a limited company. It is situated in Pineham Village, Northampton. The nursery employs 11 members of childcare staff. Of these, 10 hold early years qualifications between levels 2 and 6. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Melanie Eastwell
Ruth Howard

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The inspectors observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- One inspector completed a joint observation with the nursery manager.
- The manager and the inspectors completed a learning walk together.
- The inspectors held a meeting with the nursery manager and the provider. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke with staff and children during the inspection.
- The inspectors spoke to a number of 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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