

# Little Blossom Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY370387                                   |
| <b>Inspection date</b>         | 23/09/2008                                 |
| <b>Inspector</b>               | Claire Jean Douglas                        |
| <b>Setting address</b>         | Ivydene, St. Fillans Road, LONDON, SE6 1DG |
| <b>Telephone number</b>        | 0208 6971781                               |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | Childcare on non-domestic premises         |

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Little Blossom Day Nursery has been registered since 2008. It is privately owned and operates from a converted house with living accommodation for staff above the nursery. The nursery is situated in a residential road in Hither Green, within the London borough of Lewisham. The area is well served by public transport and is within walking distance of shops and local amenities. The nursery is registered to care for a maximum of 15 children in the early years age group and is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register, there are currently 10 children on roll. The opening hours are 08:00 to 18:00, Monday to Friday, throughout the year. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. All nursery staff hold a qualification in childcare and education. The nursery receives support and training from the local authority.

## **Overall effectiveness of the early years provision**

The setting is effective in meeting the needs of children in the Early Years Foundation Stage. Staff are caring and dedicate their time to building close relationships with the children, enabling them to enjoy their time and feel secure and included within the environment. Staff ensure children have a variety of opportunities to take part in stimulating activities throughout the day which help them to become active learners. Effective policies and procedures have been developed which ensure the setting is able to run smoothly, whilst continually developing the service they provide.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extend opportunities for children to encounter creatures, plants and objects in their natural environments
- develop systems for the observation and assessment of children's learning and development
- ensure accurate records are maintained of children's daily attendance records

## **The leadership and management of the early years provision**

The setting is well managed, the qualified staff team receive clear leadership, support and fully understand their roles and responsibilities, which helps them to work together well. All staff have access to on going training and have recently attended a safeguarding course.

The setting is organised well with areas which allow children choices, for example, a comfortable book corner with child size arm chairs to settle down on and enjoy a story or free floor space which allows them to spread out with their own choice of

self selected toys. The garden provides a haven for creative and messy activities as well as an area to exercise and run around. All the required policies and procedures necessary for the safe and efficient running of the setting are in place alongside plans to regularly update and review them, however, the system used for maintaining the times on children's daily attendance records is weak. The self evaluation is in its early stages as the setting has only recently opened, however, the manager has begun to make notes and is aware of the importance of the whole team's input, to enable staff to identify the strengths and weaknesses of the setting and work towards continuous improvement.

The provider and manager of the setting have a hands on approach and work alongside the staff team providing a positive role model. A key worker system is in place which offers children consistency and helps with the settling in process. Parents are happy with the care and education their children receive. They are welcomed in to the setting and have opportunities to be involved in their children's learning and development. Information is provided through regular news letters and the setting's notice board and daily contact books. Meetings are being planned between the key worker and parent/carer to discuss children's progress and the next steps in their learning. Children's safety is paramount in the setting and risk assessments are routinely completed to ensure the health and safety of all children any identified hazards are corrected immediately. Staff recruitment systems are rigorous and there is always at least one person on site, trained to administer first aid.

## **The quality and standards of the early years provision**

Space and resources are used well to create an interesting play environment where children grow in confidence as they easily access a good variety of safe, suitable play materials. Children follow simple good health and hygiene routines such as washing their hands before meals and cleaning their teeth after meals. Healthy menus are provided which include a large selection of fruits and vegetables. Children are encouraged to learn about healthy choices as adults sit with them during meals and discuss the benefits of eating a healthy diet and exercise to build strong muscles. Fire drills are conducted regularly which ensure children are familiar with the procedure.

Staff support children's learning and development and provide them with a range of opportunities and experiences that help them make progress in most areas of learning. Information gained from observation and assessments is generally used to ensure that planned activities build on children's existing skills and knowledge and help most children progress towards the next steps in their learning, however, some children's profiles had vast gaps showing no observations in some areas, which could lead to uncertainty on where the child's next step would be.

Children are guided between the indoor and outdoor area, where they independently chose what they want to play with. During circle time and stories they are grouped according to their stage of development which means all children are included and have the opportunity to contribute. Children develop their imaginations and show great enjoyment as they share squeezing, squashing and

scraping coloured shaving foam around on a large tray with their peers and a member of staff. Children use resources such as bricks and sand to learn about space, shape and measure. Children learn to recognise numbers, through activities such as number puzzles, counting rhymes, computer activities and play money with the shop. They enjoy helping themselves to paint brushes and exploring with different paints or pushing wheel barrows skilfully around the obstacles. The outdoor area is well planned to provide experiences that support the development of physical and number skills. Children climb up the ladder to the slide counting the steps all the way and manoeuvre their brushes around the painted numbers on the garden fence. Children are provided with a selection of opportunities for mark making, such as a writing table with a choice of papers and pencils, large chinks on the ground in the garden and water painting on the fence. Soft surface ensures any falls are not too painful. Children also explore the world around them when they go out to local parks, however, the opportunities for children to encounter creatures, plants and objects in their natural environment are minimal. Staff are enthusiastic and happy they sing to the children whilst supervising and joining in with the activities, which helps the children to develop social and communication skills.

Additional learning and development needs are identified and provided for well, for example, to assist a child who speaks French the staff have labelled key items in French and English, such as 'l'ordinateur' on the computer and chaise'/chair' and they have learnt key words to aid communication. There are a variety of resources that depict positive images of diversity and equality, including books, dressing up, posters and small world toys that challenge stereotypes and help children embrace differences. Children are reminded to be kind to one another and to share toys, a large egg timer is used to resolve difficulties with sharing toys so the children can see how long they have to wait before they can have a go. Behaviour is good and staff reinstate this by offering praise and encouragement.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |              |
|---|--------------|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | Good         |
| How well does the provision promote inclusive practice?   | Good         |
| The capacity of the provision to maintain continuous improvement.   | Satisfactory |

### Leadership and management

|   |              |
|---|--------------|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | Good         |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Satisfactory |
| How well does the setting work in partnership with parents and others?                            | Good         |
| How well are children safeguarded?  | Good         |

### Quality and standards

|   |              |
|---|--------------|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | Satisfactory |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | Good         |
| How well are children helped to stay safe?  | Good         |
| How well are children helped to be healthy?   | Good         |
| How well are children helped to enjoy and achieve?  | Good         |
| How well are children helped to make a positive contribution?   | Good         |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good         |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.