

Blossom Tree Childcare Centre

Inspection report for early years provision

Unique reference number	EY370325
Inspection date	26/11/2008
Inspector	Cynthia Walker

Setting address	18 Cotton Tree Lane, COLNE, Lancashire, BB8 7BA
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Telephone number	01282866655
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Type of setting	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).

Description of the setting

Blossom Tree Child Care Centre is a privately owned day nursery and was initially registered in 2006 and was re-registered in 2008 as a limited company. The nursery operates from two rooms within a single storey building which is situated between Trawden and Colne town centres. The nursery is open from Monday to Friday from 08.00 until 17.45 for 48 weeks of the year. Children have access to an enclosed area and garden for outside play.

The nursery is registered to provide full day care for up to 40 children from two years to five years on the Early Years Register. There are currently 50 children on roll who attend on a full and part time basis. The nursery is registered to provide funded nursery education for those children of eligible age. The setting serves the children in the local and wider community. There are ten staff working directly with the children, which includes the owner/manager. The majority of staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The nursery is committed to helping children to progress in their learning and development and promote their welfare. Children enjoy their time in the nursery and make good progress. The nursery is continuing to develop their methods of assessing children's learning which lack some detail and consistency. Staff work well with parents and carers and others to ensure that the needs of all the children are met by valuing each child as a unique individual. A comprehensive self-evaluation of the setting ensures that the plans for the future are well targeted.

What steps need to be taken to improve provision further?

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

- continue to review the methods used for observing children to ensure the children's next steps for learning are consistently identified and are clearly linked to the areas of learning within all activity planning
- improve and clarify the procedure to be followed within the safeguarding children policy in the event of an allegation being made against a member of staff
- provide opportunities for parents to contribute to their children's observations and encourage their involvement in supporting their children's learning and development.

The leadership and management of the early years provision

The provider and staff work as an effective team to provide good quality care and education for children. Documentation which is required for the safe and efficient management of the setting is very well organised and is reflected in practice to

promote all aspects of children's needs. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. Regular appraisals ensure future training is highlighted and the nursery is committed to the professional development of the staff team. Detailed risk assessments ensure effective actions are taken to manage or eliminate risks.

The nursery has demonstrated a commitment to monitoring the effectiveness of the setting by completing a well presented self-evaluation document which takes into account the views of staff and parents and carers. Discussions at staff meetings and questionnaires to parents and carers provide opportunities to reflect on the quality of the setting. It is effective in identifying the strengths and weaknesses of the setting and highlights actions needed to address any issues to ensure quality care and education is provided. The policies and procedures are effective and inclusive for all children who attend and positively promote their welfare and learning needs.

Staff have a good understanding of child protection and the policy and procedures for safeguarding children have recently been reviewed. However, the procedures to follow if an allegation is made against a member of staff lack some clarity.

Parents and carers receive comprehensive information about the nursery in a welcome pack and regular newsletters ensure that information is regularly updated and includes information on activities children have been involved in. Information about their children's progress is shared at an annual open day and a recently introduced end of term report clearly highlights children's progress in all the areas of learning. However, there are no opportunities for parents to contribute to their children's observations. The nursery value contributions from parents and carers, for example, when they provide food and resources including traditional dress to celebrate Eid which enables children to understand diversity and the society they live in. Parents have some opportunities to support their children's learning as they are encouraged to share a book with their children which they take home from nursery every week.

The quality and standards of the early years provision

The staff team have a sound knowledge of the learning and development requirements and are confident in helping children learn appropriately both in and outdoors. Regular observations are completed which include both spontaneous and planned observations, however, the children's next steps for learning are not consistently identified. Key workers have an appropriate understanding of individual children's learning needs and though their interests are included in the weekly planning this does not reflect the individual learning needs of children. Planning is flexible and reflects the children's interests and different events, for example, the recent frosty weather stimulated interest and with staff support children were able to create an interesting display of artwork, 'A frosty day'. The variety of activities enables children to have an enjoyable and challenging experience across all areas of learning. The creative organisation of the rooms and the efficient deployment of staff effectively support learning.

Staff actively support children's learning and positively interact with children at

activities. Constructive use of the role play area as a café enables staff to encourage children to look at the menus and make marks to represent the choices of toy food children and staff select. Staff positively praise the achievements of the younger children as they carefully control balls and roll them to each other or attempt to throw coloured hoops over small cones. Children are active learners and make independent choices and decisions about their play and learning from accessible resources. Children are confident communicators and use language to negotiate at play or to give explanations, such as, stating that a particular member of staff has a baby in her tummy and she has drawn a picture of it. Simple sign language is introduced into a colouring activity and children confidently and proudly use signs to indicate different words, such as, donkey and dress.

Staff are committed to good quality care which actively promotes children's health and well-being. Good use of the garden area enables children to be involved in growing their own vegetables which they pick and use for snack and involvement in 'the smiling for life' project helps children understand how to make healthy choices about what they eat and drink. Children explain that fruit makes them be healthy. They learn to respect each other by participating in celebrations linked to their friend's culture which is reflected in a colourful display of their pictures. Children develop an understanding of dangers and how to stay safe as they listen to the clear explanations from staff as they walk to the garden. Children behave well and work co-operatively at activities, such as, the role play area. They have developed positive relationships and share resources and take turns.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.