

# Blossoms Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	226963
<b>Inspection date</b>	06/01/2009
<b>Inspector</b>	Hazel Christine White
<b>Setting address</b>	3-5 Stoneygate Road, Stoneygate, Leicester, Leicestershire, LE2 2AB
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<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**

Blossoms Day Nursery opened in 1994 and is privately owned and managed. It operates from two detached houses in the Stoneygate area of Leicester. Children are cared for on both levels. There is no lift access to the first floor in either property. The nursery serves the local and surrounding areas and has some links with local schools. There is a fully enclosed play area available for outdoor play.

The setting is registered on the Early Years Register and on the Voluntary and Compulsory parts of the Childcare Register. There are currently 100 children on roll, 80 of whom are within the Early Years age range. The registration also includes out of school care for children between the ages of three to 12 years.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. It opens five days a week all year round. Children can attend all day from 08:00 to 17:45 or for a morning session from 08:00 to 13:00 or an afternoon session from 13:30 to 17:45.

The setting employs 25 members of child care staff. Of these, 18 hold appropriate Early Years qualifications. There are seven staff currently working towards a recognised Early Years qualification. The setting receives support from the local authority.

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

Children are cared for in a spacious and welcoming environment and enjoy their time at the nursery. Staff are pro-active about the inclusion of children and work closely with parents to meet their individual needs and suitably promote their learning and development. The management team and staff have made a good effort to implement the requirements of the Early Years Foundation Stage (EYFS) and have obtained support from the local authority. The nursery demonstrates a satisfactory capacity to maintain continuous improvement but current self-evaluation systems do not effectively identify the setting's strengths and priorities for development. This has resulted in weaknesses in some practices, policies and procedures.

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

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

- update the child protection policy in line with Local Safeguard Children Board (LSCB) local guidance and procedures
- ensure that all rooms are maintained at a temperature which ensures the comfort of the children and staff
- devise and implement more effective strategies to look at the settings strengths and weakness's in order to maintain continuous improvement
- ensure that the indoor environment contains resources which are well

- maintained and accessible for all children so they can learn independently
- make further use of observations and assessments to plan relevant and motivating learning experiences for individual children.

To fully meet the specific requirements of the EYFS, the registered person must:

- develop and implement a procedure to follow in the event of an allegation being made against a member of staff (Safeguarding, also applies to both parts of the Childcare Register)

13/01/2009

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

The majority of staff hold a recognised qualification in Early Years. The management team support staff to ensure that they are clear about their roles and responsibilities. They access training which supports their professional development and appraisals, which enable individual staff to look at their own personal development, are in the process of being introduced. The setting has limited documentation which supports self-evaluation and, although, they have identified a few areas for improvement, the methods used to identify the settings strengths and weakness's are not fully effective. For example, self-evaluation is not reviewed and staff working directly with children are not consistently included. Therefore, their capacity for future improvement is not secure.

Children are adequately safeguarded because recruitment and selection procedures are robust. All staff are suitably vetted and receive an induction that includes information regarding policies and procedures. They are aware of the signs and symptoms of abuse and in the main about what action they would take over any concerns. However, the maintenance of policies and procedures which underpin safeguarding lack information. The child protection policy has not been up dated to reflect current guidelines and the procedure to follow regarding allegations made against staff has been overlooked. Therefore, the welfare requirements are not fully met.

Parents are happy with the provision and report that their children are cared for by staff who are friendly and informative. The setting works in partnership with parents to meet the needs of individual children. They have access to policies and procedures and information about the EYFS is displayed throughout the premises. Parents are encouraged to contribute information about their child's care needs and information is gathered about their starting points with regard to their learning. Planned parents evenings are organised where staff share detailed information about children's individual achievements and progress. Sound use is made of extended services to promote outcomes for children because the setting are implementing systems to liaise with other professionals. For example, teachers from the local school visit and assessment records are shared. Inclusion is promoted well and children with learning difficulties and/or disabilities are

supported by staff. As a result, they are making steady progress in their development.

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

Children are warmly welcomed on arrival and settle quickly into the daily routine. Developmentally appropriate experiences help them to enjoy and suitably achieve in all areas of learning. Staff demonstrate through discussion a sound understanding of planning activities to meet the needs of individual children and how everyday routines can further promote learning. However, this is not always evident in their practise. For example, the knowledge gained through observation and ongoing assessment is not fully used to plan for individual children. Resources are shared between rooms to maximise their use and to give children variety. Most are stored at a low-level, however, some resources are difficult to access and are not suitably maintained to encourage children to play independently. For example, boxes cannot be easily removed from shelves and pencils are broken or blunt.

Staff are engaged in activities alongside the children and in the main, make good use of questioning and spontaneous learning opportunities during their interaction. For example, children were delighted to go outside and experience playing in the snow. They were asked to described how it felt and why they though it melted when they touched it. Babies are shown affection and cuddles are freely given to reassure them. They develop hand to eye coordination skills by stacking cups and fitting shapes into sorters. Children enjoy creative activities which develop early mark making skills. For example, making patterns in sand. They learn about the wider world as they engage in role play activities, enjoy visits from the emergency services and children are very competent and skilled whilst using the computer. Children celebrate a wide range of festivals and special days to enhance their knowledge and understanding of different cultures and traditions. They recall receiving gifts from 'Santa' and creating pictures and cards for Eid and Diwali.

Children are kept safe because staff have a good understanding of creating a safe environment where risks are minimised. Daily risk assessments are completed and recorded. Children take part in regular fire drills and are gently reminded about safety issues whilst playing outdoors. For example, children are aware of not bumping into each other whilst steering wheeled toys around the garden. Behaviour is handled consistently by all staff so that children are learning what acceptable behaviour is. Effective steps are taken to promote children's good health and well being. Rooms are in a good state of repair and well ventilated, although, a comfortable temperature is not constantly maintained in some areas in cold weather. Sound procedures are in place to minimise the risks of cross-infection and when children are ill or have an accident. Children are provided with a good variety of well-balanced, nutritious meals and snacks which take into account their individual dietary needs. They are freshly prepared on the premises using fresh produce when possible.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- 'take action as specified in the early years section of the report' (Safeguarding) 13/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- 'take action as specified in the early years section of the report' (Safeguarding). 13/01/2009

## **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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.