

# Blossom Trees Nursey Ltd

Inspection report for early years provision

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**Unique reference number** EY399891  
**Inspection date** 23/03/2010  
**Inspector** Sandra Elizabeth Williams

**Setting address** Bobbins Day Nursery, Back Lane, Staveley, Kendal,  
Cumbria, LA8 9LR

**Telephone number** 01539 822400

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Bobbins Day Nursery has been registered since 1997 and has recently been re-registered under new ownership. It is registered by Ofsted on the Early Years Register. It operates from a self-contained building situated in Staveley, near Kendal, Cumbria. The nursery consists of four play rooms and associated facilities. Children have access to an enclosed outdoor play area.

A maximum of 41 children in the early years age group may attend the nursery at any one time, of whom, 15 children may be under two years of age. There are currently 88 children on roll, 29 of whom are in receipt of funding for nursery education. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery is open from 8.30am to 5.30pm, Monday to Friday for 50 weeks a year.

The nursery employs 15 members of staff, 14 of whom hold appropriate early years qualifications. One member of staff has early years professional status and two are working towards it. Two members of staff are qualified teachers. The nursery is a member of the Pre-school Learning Alliance and also receives support from the local authority early years consultants.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a secure understanding of the Early Years Foundation Stage and competently deliver a wide range of activities that cover all areas of learning. This leads to children's welfare and learning being promoted to a high standard. Staff show a good knowledge of each child's individuality and interests and use this information to provide well for their individual needs. Children are making good progress given their starting points, age and ability. Partnerships with parents and other professionals are strong. The managers and staff demonstrate a commitment for continuous improvement and are aware of their strengths and areas for further development. They have begun the process of self-evaluation, however, it has not yet been completed.

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

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

- extend the self-evaluation process in order to maintain continuous improvement
- take forward the plans to provide staff with regular appraisals to identify their training needs in order to further promote their continuing professional development.

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

Children are kept safe in the nursery because staff have a good understanding of safeguarding procedures and they have access to appropriate training. Robust recruitment procedures ensure that persons working with children are checked for suitability. The staff are very conscious of safety and ensure that children's safety is paramount. Thorough written risk assessments are in place and staff check the premises daily. Security is well managed to ensure children cannot leave the premises unsupervised. Children are also kept safe on outings due to the risk assessments undertaken.

The staff work very well together and have implemented the recommendations raised at the previous inspection. They listen to the advice from the local authority early years consultant and take appropriate action accordingly. Staff and management are committed to change and are always receptive to ideas for further improvements and have started to complete the self-evaluation process. The staff attend relevant training courses in order to enhance their skills, however, there is currently no system in place to ensure annual appraisals take place to promote their continued professional development in a structured manner.

Staff have developed good systems for promoting partnership with parents and ensure very good communication exists between them. Parents are fully included in their children's learning and welfare and are invited to contribute to their learning at the nursery. Some parents take active roles within the nursery, such as, providing plants and seeds for the children to grow their own vegetables and flowers. Another parent who is a farmer, brings in lambs for the children to see and stroke. Good liaison also exists with other agencies, such as health visitors, speech therapists and physiotherapists, to provide continuity of care for the children. Links with the local schools are also developed so that children can visit the schools they will be moving to and the reception teachers visit them at the nursery. This aids the transition enormously and helps the children feel positive about going to school.

## **The quality and standards of the early years provision and outcomes for children**

Children are well settled and thoroughly enjoy their time at this stimulating and friendly nursery. The key worker system in place ensures that staff get to know the children well and are able to help them settle and develop their own interests. The playrooms are resourced with good quality equipment that is organised to support children's independent thinking and learning across all areas of the curriculum. Children can see where their toys are stored as most of the storage boxes are clearly labelled showing the contents within. Children make good progress in their learning and development as staff have a clear understanding of the Early Years Foundation Stage requirements. Staff obtain information about children's starting points from parents initially and then make their own assessments from the observations undertaken throughout the sessions. The staff record individual

progress records and learning journeys for each child, detailing observations and photographs of their achievements. The information gathered is used consistently to track children's progress in all areas of learning.

The children have wonderful opportunities to adopt healthy lifestyles as they enjoy healthy meals and snacks, and learn about good hygiene practices, such as washing their hands after using the toilet and before eating. They enjoy plenty of outdoor play in the fresh air in the very well-resourced outdoor play area, which the children can freely access from the play rooms. They enjoy exploring their environment, hunting for bugs and examining them with magnifying glasses. They enjoy planting flowers in tubs and are starting to grow vegetables in a specially built planting area. They develop their balancing and climbing skills on the wooden apparatus, such as the wobbly bridge and the balancing boards, and they develop their coordination as they traverse along the climbing wall. The children also benefit greatly from their trips to the forest nursery, where they build dens out of natural objects, climb on the crocodile log and learn to use tools safely, such as saws, trowels and ropes. They also learn about fire safety as they sit around the fire circle and enjoy warming snacks, such as toasted marshmallows, soup and hot chocolate. All of these activities boost the children's self-esteem and confidence, as well as their independence skills and physical development. They learn to keep themselves safe as they carefully listen to adult guidance when using tools and exploring their outdoor environment. The children develop their creative skills as they decorate eggs and roll them down the hill to see who's egg rolls the furthest. Children also learn about sustainability as they get involved in growing their own vegetables and as they help to recycle items, such as plastic and cardboard.

Staff skilfully challenge the children by asking them questions and encourage problem solving, for example, the children count the number of children at lunch time and work out if they have enough cups for everyone. Children recognise shapes and know that three square blocks in a row makes the shape of a rectangle. Children enjoy constructing using building blocks and ask each other to guess what they are building. Children build bridges, tunnels and viaducts. Computers and other toys, such as phones and remote control toys are available for children to help them to learn about information and communication technology. Children sit and listen attentively at story time and news time, and develop confidence and language skills as they talk to the group about their experiences. Children are developing a love of books and enjoy sitting on the comfy cushions in the book corners and 'reading' stories to each other. They extend their vocabulary as they learn words, such as 'display boards', as they help staff to display their work attractively on the walls.

The children learn important lessons, such as being kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. For example, they use scissors safely and they do not run in the setting. Children feel safe as they form close relationships with staff and other children in the nursery. Children with special educational needs and/or disabilities are very well supported by staff. The activities are adapted in order to enable them to take part and feel included. Staff skilfully assist children with communication difficulties to use specialist equipment, such as computers as alternative methods of communication. Children learn about diversity by playing

with multicultural play equipment, such as dolls and books, and by celebrating festivals, such as Chinese New Year and Diwali. Children learn words, such as 'hello' and 'good bye' in different languages, such as Hungarian. Overall, children are making good progress towards the early learning goals due to the good range of resources and activities provided at this nursery.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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