



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY101663

DfES Number: 543068

INSPECTION DETAILS

Inspection Date 17/06/2003
Inspector Name Rachel Wyatt

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Blossoms Nursery Ltd
Setting Address Upper Hook Road
Upton-upon-Severn
Worcester
Worcestershire
WR8 0SA

REGISTERED PROVIDER DETAILS

Name Mrs Jane Laura Beverley Clive

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Blossoms Ltd, a privately owned full day care nursery, opened in 2001. The nursery is located in a rural setting, one mile from Upton on Severn. It operates from a purpose built single storey building set back from the road with its own car park, enclosed outdoor play area, and surrounded by orchards belonging to the nursery's owners. Children are grouped according to age. Each group has their own base room. There is an art room, which is also used as a dining room. In addition there are toilets, a kitchen and an office. Children have regular opportunities to go on outings around the nursery and the local area. Nursery meals are cooked on the premises.

There are currently 93 children under five years on roll. This includes 16 funded three year olds and 12 funded four year olds. Children attend for a variety of sessions. Support is available for children who have special educational needs and for children who speak English as an additional language. The nursery plans to use a recently built conservatory for additional play space, and intends to develop its provision to include out of school care for children aged from three to eight years. Planning permission has been granted to extend the existing premises to provide a new office and schoolroom.

The group opens 5 days a week all year round except for bank holidays and a week at Christmas. Sessions are from 08:00 until 18:00.

There are 17 permanent childcare staff, 13 of whom have or are working towards an appropriate childcare qualification. A cook is employed at the setting, and additional relief childcare staff are available. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP). The nursery is a member of the National Day Nurseries Association (NDNA) and the Pre-School Learning Alliance (PLA), and participates in the local early years' partnership group. The nursery has recently received an award from Malvern Hills District Council as the best local start up business.

How good is the Day Care?

Little Blossoms Ltd provides good care for children. Children are effectively grouped according to their age and stage of development, and staff work together to ensure continuity of care. Children benefit from the emotionally secure environment and the sensitive attention of the staff who know them well. The deployment of staff at lunchtime means there are insufficient adults working directly with some of the children at that time. The nursery is committed to staff development and training and staff are generally confident and knowledgeable.

Comprehensive risk assessments and safety checks are effectively implemented to ensure children's safety. Staff are proactive in protecting children from the effects of the sun, and in minimising the risks of cross infection when children are unwell. However, there are minor inconsistencies in the completion of some health and safety procedures and some records. Children's understanding of healthy eating is promoted at meal times, and through their involvement in cooking and food preparation activities.

Children appreciate the child oriented environment of the nursery and respond with interest to the many opportunities to explore the surrounding outside areas. They enjoy playing with a good range of age appropriate toys and equipment that are used effectively to develop their understanding of topics and themes. Children have access to a good range of resources reflecting cultural and racial diversity, but there are few resources promoting positive images of disability or gender.

Staff observe and record children's progress throughout the nursery, appropriate support is given to less able children and procedures for assessing and monitoring the progress of children with special needs are being developed. The nursery is proactive in sharing information with parents about the setting and their children's participation in activities. Parents are encouraged to be involved in their children's learning.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The nursery is committed to encouraging staff training and development and as a result staff are generally confident and knowledgeable.
- Effective procedures are in place to observe and record children's progress throughout the nursery and to incorporate parents' views.
- Children respond with interest and effective use is made of the outside areas surrounding the nursery to enhance their understanding of the natural world and of their local community.
- Children enjoy playing with a good range of age appropriate toys and equipment including books, toys and natural resources, which are used to

develop their appreciation of topics and themes.

- The setting's comprehensive risk assessments and safety checks, including contingencies to cover 'one off' situations, are effectively implemented to ensure children's safety.
- Staff are proactive in protecting children from the effects of the sun, and in minimising the risks of cross infection when children are unwell.
- Children's healthy eating is encouraged by social meal times, a good variety of snacks, meals and drinks and their involvement in cooking and food preparation activities.
- Children benefit from the emotionally secure environment where their individual needs are sensitively acknowledged and met.
- The nursery is proactive in sharing information with parents about the setting and their children's participation in activities, and parents are encouraged to be involved in their children's learning.

What needs to be improved?

- the adult:child ratios during lunch times
- the opportunities for children to play with toys reflecting positive images of disability and gender roles
- the legibility of fire evacuation notices
- the procedures for minimising insect hazards
- the provision of training where staff need technical knowledge to administer specific medication
- the completion of medication records in ink
- the procedures for obtaining parents' signatures on medication and accident records.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|--|
| 7 | Ensure procedures for administering and recording medication meet requirements, and that all medication dosage and accident records are signed by parents. |
| 2 | Ensure adult:child ratios are maintained at all times. |
| 9 | Provide children with opportunities to play with toys and materials which promote their awareness of disability and gender. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Little Blossoms Ltd provides generally good nursery education. Children's progress in personal, social, emotional development; communication, language and literacy and mathematical development are very good. They are inquisitive, confident, and sociable, and are developing good counting and problem solving skills. They enjoy physical challenges and exploring the nursery's natural surroundings. They have few opportunities to access information technology to support their learning.

Teaching is generally good. Staff plan interesting learning experiences and activities. They know children well, acknowledge their differing skills and adapt activities to meet their needs. Suitable challenges are provided to extend the learning of older or more able children especially in mathematical and physical development. Staff communicate well with children, and make very good use of the nursery's surroundings to develop their interest in the natural world and to enhance their learning in all curriculum areas. Staff have high expectations of children's behaviour and encourage their independence. Suitable support is provided for children with Special Educational Needs. The setting's observation system is being developed, as there are few formal records to refer to when completing developmental records or to inform future plans.

Leadership and management are generally good. The nursery supports effective teamwork, staff development and training. Parents and staff are encouraged to contribute ideas for improvement to the educational provision. Curriculum plans are regularly evaluated but there is no consistent method for transferring the information into future plans.

Partnership with parents is generally good. They receive feedback on their child's progress and helpful information about the setting, topics and activities. Parents provide information about their child's skills and take part in activities.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, sociable and enthusiastic learners whose independent learning and self care skills are developing well.
- Children are making very good progress in communication, language and literacy. They interact well together and with adults, they enjoy conversations and discussions and listen attentively.
- Children are making very good progress in mathematical development. They confidently use mathematical language and counting in every day contexts and enjoy the challenges of problem solving and calculations during activities.

- Very good use is made of the nursery's natural surroundings to foster the children's curiosity and interest and to provide them with age appropriate physical challenges.

What needs to be improved?

- the opportunities for all children to experience information technology;
- the system of recording observations on children's progress;
- the inclusion of information from observations and evaluations of curriculum plans in future planning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. They respond with interest and curiosity to activities and older children are developing as independent learners. Most children are confident and are forming good relationships with their peers and adults. They play cooperatively, show concern for others and are helpful. Children are generally well behaved; they are familiar with nursery rules and respond well to staff's high expectations of them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. They listen attentively to stories, enjoy discussions, and hold conversations with other children and adults. They ask questions, seek explanations and use descriptive language to explain real and imaginary experiences. Children are progressing well in linking sounds and letters. Most children have good pencil control and enjoy opportunities to form letters or make marks during play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. They use mathematical language and are adept at counting up to 10 in every day contexts. Many children can recognise numbers up to 10, and most children can match some 2D and 3D objects. Children are confident to tackle simple calculations and are familiar with concepts of size, weight and shape. More able children respond to challenging mathematical problems such as estimating which punnet of fruit weighs the most.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. They are observant and knowledgeable about the natural world and the local community. They enjoy exploring the surrounding area, recall what they have seen, and recreate experiences during activities. Children are developing an understanding of time and discuss significant events. They skilfully use simple domestic appliances but have few opportunities to use information technology to support their learning.

PHYSICAL DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
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Children's progress in physical development is generally good. They move with confidence, respond positively to challenging activities, and are developing good spatial awareness. Children are gaining independence in self-care routines such as toileting, hand washing and teeth brushing. They understand the need for protection from the sun and readily wear sunscreen and hats. They competently use tools and equipment but opportunities are missed when adults complete some simple tasks for them.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
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Children's progress in creative development is generally good. They are learning effectively through their senses. They confidently comment on what they see and hear especially in the natural world, and describe the taste, feel and texture of fruits, foods and natural materials. Children talk imaginatively about their experiences and ideas and also represent these through their artwork, 3D models, and during role-play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide opportunities for children to use information technology to support their learning;
- develop the system of recording observations on children's progress;
- devise a system for incorporating information from observations and evaluations of curriculum plans in future planning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.