

Little Blossoms Day Nursery

Inspection report for early years provision

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Inspector Julie Wright

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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

Little Blossom Day Nursery previously known as Beechwood Tots (formerly Tamerton Tots) was originally registered in 1986, and relocated to the current premises in 2010. The nursery operates from a scout hall which is accessed via steps from the drive. There is a fully enclosed outdoor play area.

The nursery is registered on the Early Years Register to care for a maximum of 26 children, aged from one year to five years, at any one time. There are currently 37 children on roll. The nursery is open from 8.00am until 5.30pm weekdays throughout the year. It is managed by a private partnership and has five qualified staff who work with the children. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their sessions at the nursery and form warm relationships. Staff have a secure awareness of children's individual needs and meet these well. A good range of activities are available and planning links to the Early Years Foundation Stage framework. Staff ensure a safe and stimulating environment for indoor and outdoor play and children make good progress in their care. Policies and procedures to promote children's health, safety and welfare are in place and implemented in practice. Staff have good working relationships with parents and other services, which contributes towards consistent and supportive care for children. Staff reflect on their practice and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- practise the fire evacuation procedure on a regular basis and record relevant details in the fire log book
- improve the opportunities for children find out about and use information, communication and technology resources.

The effectiveness of leadership and management of the early years provision

Written risk assessments and daily checks are completed to maintain safe and suitable play areas for children. Hazards are identified and minimised both on and off the premises. Fire safety equipment is in place and there is a suitable evacuation plan. However, the drill has not been practised at this location to date.

Supervision of the children is good as staff work above minimum ratio requirements. Arrival and departure times are well organised, which ensures security as people enter and leave the premises. Robust vetting and recruitment procedures are enforced so that children are cared for by suitable persons. Staff have a good knowledge and awareness of the Local Safeguarding Children Board procedures. They are conscientious about their roles and responsibilities to protect children's welfare. Records and documentation relevant to the organisation of childcare are maintained in clear order.

Staff work well together to provide a well organised play environment for children. They consider the ages and abilities of children, and are deployed effectively to meet needs. For example, children benefit from periods of individual attention, with small and large group time activities also available during the sessions. The outdoor area is used as often as possible and staff provide wet weather clothing for children. There is a suitable range of outdoor play equipment and staff ensure that learning opportunities are varied. Resources and equipment are well maintained, accessible and age-appropriate. Space is used well to promote children's interest and development. For instance, children explore independently and make choices as they play. They decide when to go to the Café style snack table and help themselves to fresh fruit and drinks. Children may bring packed lunches and stay for extended sessions. Food is stored appropriately and good hygiene practices are maintained.

Staff promote positive relationships with parents, providing a good range of information through the prospectus, newsletters and notice boards. Frequent discussions take place with parents about children's welfare and achievements. Parents provide positive feedback at inspection and value the care given. Staff seek parent's views using a questionnaire as part of their self-evaluation process. They also invite parents to make contributions to their children's records of development. Staff make observations on children and use these to plan for individual next steps in development. They have recently reviewed their planning systems following training, which contributes towards their ongoing development. Previous inspection recommendations have been addressed, resulting in improvements to safety and documentation. Nursery staff work with the local authority development team and have joined a Quality Assurance scheme.

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

Children settle quickly and are happy in the nursery setting. They readily explore during 'free-play' and respond eagerly when group activities are announced. For example, chimes are rung and all children wiggle their fingers and arms in the air, which shows that they have heard and understand. They gather together for registration or circle time, taking turns to speak and listening to others. Staff are aware of children's capabilities and organise the activities so that children are suitably engaged. For example, children split into groups for age-appropriate activities and challenges. This helps to keep children focused and interested in their learning. Younger children have a safe, separate area but also enjoy joining

the other children at specific times. For instance, they join in with singing, dancing and action rhymes. Children eat together at meal and snack times, enjoying social interactions and opportunities to develop independent skills. For example, they pick up small jugs and carefully pour their own drinks. Children understand the hygiene routines and use the bathroom area with competence.

Children behave well and respond readily to staff, for example, they willingly help at 'tidy-up time'. They learn to 'be careful' and to have a positive attitude towards others. Children are praised and encouraged throughout the activities, which promotes their self-esteem. They enjoy taking their paintings, drawings and models home to share with their families. Staff promote children's awareness of similarities and difference in their provision of resources and activities. For instance, different types of replica food and utensils are in the role play area. Children take part in events and celebrations during the year, which includes food tasting and dressing-up. Staff value children's ideas and suggestions and follow their interests. For example, children begin to line up the chairs and pretend to be sat in a vehicle. Staff join in to extend children's learning and ensure that children have full benefit of the activity. Children have fun as they learn, such as, through the provision of replica road safety equipment.

Children enjoy plenty of physical play opportunities, using their bodies and imaginations. For example, they pretend to be carrots growing, as they curl down and then stretch up. They copy actions and instruction on the television screen, which involves dancing, singing and moving around. Children show a good understanding of spatial awareness, carefully making sure they are not too close to each other before they start. During free-play they confidently move around choosing what they want to do. They select construction toys to build with, books to look at independently or read with a member of staff and paint at the easel. Children enjoy hunting for bugs and insects outside, or collecting leaves to make a tree with. Staff arrange outings which also contribute to children's knowledge and understanding of the world around them. For instance, a trip to the donkey sanctuary or a local nature walk. Children have some opportunities to use information, communication and technology resources, although these are not consistently accessible. Sand and water play provide opportunities for children to pour, fill and empty containers, prompting understanding of capacity. They consider shape, space and number in a variety of activities, which promotes early mathematical development.

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

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

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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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