

Blossoms Day Nursery

Inspection report for early years provision

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Inspector Silvia Richardson

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Blossoms Day Nursery was registered in 2004. It is registered on the Early Years Register for a maximum of 32 children in the early years age group at any one time. There are currently 58 children on roll. The setting receives funding for the provision of free early education for children aged three and four. It operates from a two storey detached building on a main road in Waddon, in the London Borough of Croydon. The nursery is located in a residential area close to the local school and transport links. The nursery is close to a bus service, tram service and two train stations. Children are accommodated in three group rooms, two on the ground floor and one of the first floor. The nursery has a ramp for wheelchair access at the front of the building. Children have access to a garden area at the rear of the property. The nursery offers football and French classes as part of their curriculum.

Blossoms Day Nursery is open Monday to Friday from 7.30am to 6.15pm all year, except for public holidays and the week between Christmas and New Year. Children attend on a full-time or part-time basis. Children attend for a variety of sessions and come from the surrounding area. The group supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are eight staff working directly with the children. Six members of staff have a recognised childcare qualification, one of whom holds Early Years Professional Status. Two members of staff are working towards a recognised childcare qualification. One member of staff is employed as a lunchtime assistant. Staff have access to training courses and support services run by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoying positive relationships with staff. Planned activities offer children a wealth of learning and development opportunities. Free play experiences enable children to make some choices and learn at their own pace. The Early Years Principles are at the heart of the setting, with children valued as unique individuals. Linguistic and cultural heritage is highly respected, affording inclusive play and learning experiences. Self-evaluation is effective in identifying the strengths of the setting and is an accurate appraisal of what works well. The provider has a strong capacity for continuous improvement, striving towards best possible outcomes for children.

What steps need to be taken to improve provision further?

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

- evaluate the arrangements for meals and rest, organising routines to effectively enhance children's personal experiences
- create opportunities during meal times to further develop children's learning of the importance of healthy eating.

The effectiveness of leadership and management of the early years provision

The setting has a very detailed safeguarding policy, which includes recognising concerns and responding appropriately in a timely manner. Training events ensure all staff know what to look out for and what to do, should they be worried about a child. All staff are vetted, ensuring their suitability. Robust policies and procedures are supporting good practice, including appropriate parental consent in place, such as for administering medicines and taking photographs of children. The setting utilises the training and skills of staff to actively coordinate and promote best practice, including safeguarding, special educational needs and anti-bias officers. The setting is strong in challenging stereotypes, ensuring no child or member of staff is disadvantaged by negative attitudes or misunderstandings. Children enjoy a good range of activities that actively support their racial and cultural heritage and linguistic background. Activities are enabling children to learn about, appreciate and value each other's differences. For example, once a month the setting has a 'tea from around the world', which includes foods from children's country of origin.

Individual plans are in place, supporting children with additional learning needs. Targets are set in agreement with parents, carers and other agencies and progress is regularly reviewed. Good partnerships are established with other settings children attend. Communication books are exchanged between the settings, with each describing what a child has been doing and what the plans are for their development. The parent or carer is the central link in communication and they contribute well to keeping all parties well informed. Parents and carers are actively engaged in children's learning in a number of ways. They complete a weekend sheet and periodically take home a teddy bear who 'takes part' in family events. These opportunities enable parents and carers to share aspects of their culture and lifestyle with the setting, enriching children's experiences. Parents and carers are also able to influence policy decisions, such as instigating the practice of removing outdoor shoes, promoting cleaner and more hygienic floor play areas.

The setting has a good range of resources which are generally well deployed. Staff are especially attentive to children during planned learning sessions, using toys and play materials well to enhance children's experiences. The organisation of welfare routines is less child centred, with generally more focus on staff deployment to tasks, such as cleaning and preparation of rooms. The staff team has carried out a comprehensive evaluation of the setting's strengths and provides many examples of good practice. There are some gaps between the setting's beliefs of what they do well and actual practice. This is because the setting has given only partial attention to identifying and evaluating what is working less well. However, the capacity for continuous improvement is strong because the provider and senior management team are committed to providing high quality care, driving

improvement and embedding ambition, for best possible outcomes for children.

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

Activity planning effectively incorporates the unique learning needs of each child. Their development and progress towards the early learning goals is good and carefully monitored. Next steps planning clearly targets gaps and proposes new challenges. Parents and carers are actively involved in assessment arrangements, consolidating home learning. Children enjoy their activities, especially where staff are on hand to support and motivate their play and learning experiences. Staff are enthusiastic about the range and balance of activities they offer children and are keen to ensure children enjoy and achieve well in the setting. Free play opportunities are enabling children to make some choices about what, where and with whom they wish to play. They are encouraged to move around, and play freely and spontaneously, with high regard for individual learning styles and interests. Staff are effectively capturing children's attainments through a series of photographs, accompanied by observational evidence and samples of their work. These provide strong visual images and evidence of children's good overall progress.

Generally routines flow well with the children's needs. They are encouraged to adopt healthy personal habits and to be active outdoors as part of their daily routines. They wash their hands, clean their teeth and are well hydrated and well fed. They have opportunities to rest and sleep according to their individual needs. Children are learning about the importance of fruit and vegetables for good health, although there is little discussion during actual mealtimes to enhance their learning. Organisation of meal tables and rest mats focus on the management of groups of children. These arrangements have some impact on the quality of their personal experiences. However, staff operate an effective child-centred approach to children's planned learning, ensuring on balance, that overall outcomes for children are good. Children are developing a broad range of skills for the future through well planned activities and free play opportunities both indoors and out. They make a positive contribution to the setting through sharing cultural experiences, tidying up and putting things away after use. Children feel safe through warm, caring relationships with staff and others. They behave well, share and play cooperatively, contributing to a harmonious atmosphere.

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

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

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

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

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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