

Blossom Nursery

Inspection report for early years provision

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Inspection date	08/09/2011
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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

Blossom Nursery is a privately owned and opened in 2011. It operates from three playrooms, all on one floor, within a converted mill in Manningham, Bradford, West Yorkshire. The setting is open Monday to Friday from 8am to 6pm throughout the year. There is no area for outdoor play.

The nursery is registered on the Early Years Register. A maximum of 73 children may attend the nursery. Of these, not more than 31 may be under 2 years at any one time. There are currently 22 children on roll.

There are seven members on the staff and two members who provide relief cover. Most staff hold appropriate qualifications in early years.

The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and enjoy a satisfactory range of play activities that meet their interests and capabilities. Children are making satisfactory progress in their learning and development. Partnership with parents is evolving. There are adequate systems in place to monitor and evaluate the provision to support continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further children's assessment records
- develop further information shared with parents about their child's progress towards the early learning goals
- develop a culture of reflective practice and self-evaluation to prioritise areas for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The setting is safe and secure due to thorough risk assessments and regular checks, which means that children can play freely and safely. Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Policies and procedures support the running of the setting. There are clear recruitment and vetting procedures to ensure that staff are suitable to work with children.

The setting is bright, welcoming, child orientated and has a satisfactory variety of

resources to meet the needs of all children. Furniture, equipment and resources in all areas are of good quality and suitable for all ages of children, to support their learning and development. Resources adequately portray most aspects of diversity, so that children learn about each other's similarities and differences. Staff are aware of developing activities for children to broaden their awareness of the wider world.

There are friendly working relationships with parents who receive relevant information about how the setting operates. Parents are provided with daily information about their child during drop off/pick up. Also, staff spend time sharing information with parents at the end of the day, about activities their child has participated in during the day. However, as children's assessment records are in the very early stages of development, the quality of information provided to parents about their child's learning and development towards the early learning goals is being developed as staff become more confident with the Early Years Foundation Stage.

Systems for self-evaluation are in their infancy in order to monitor and evaluate the setting, as part of continuous improvement, for better outcomes for children. However, changes have been made to the premises since opening, such as fitting a ramp access at the entrance, the layout of the baby room and resources in the main playroom.

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

Staff have a suitable understanding of the learning and development and welfare requirements. Children make satisfactory progress in their learning in relation to their capabilities and starting points. Key persons obtain information from parents at the start of the child's time at the setting and observe them to find out what they know, can do and enjoy. However, assessment records kept for children are in the very early stages. Staff have some understanding of recording children's interests to help them plan further activities, which are very general throughout the week and do not cater for the individual learning needs of all children. Suitable systems for tracking children's progress towards the early learning goals provide evidence about children's learning and development.

Children are happy, settled and show good levels of self-confidence, with enthusiasm in the satisfactory range of activities available to them. They benefit from warm and trusting relationships, with staff enabling them to seek comfort and reassurance easily. All children enjoy a suitable range of exploratory and sensory experiences, such as, playing with sand, water and malleable materials, such as, play dough. Children begin to draw pictures and write using a varied range of good quality mark-making equipment. Staff support children in their language and literacy and talk about all aspects of the environment. Children's problem-solving is extended in practical situations, such as, joining jigsaws or playing with puzzles. Children have access to information, communication and technology equipment, such as, a computer with educational games, which help to promote positive skills for the future.

Opportunities for children to develop their physical skills are very limited as there is no outdoor play area. However, an area for outdoor play has been designated and is in the process of being developed, but is not suitable for children at present. Children are frequently taken out for walks in the local community. Soft cushions allow young children to play and develop some physical skills.

Children follow good hygiene routines as they wash their hands before and after eating. They are served with a good variety of fruits and foods for snack. Menu's for mealtimes are satisfactory and include pre-prepared foods that are warmed and served to children, as well as home-cooked meals. Children have independent access to drinking water throughout the day. Staff are well aware of any allergies or special dietary requirements of all children.

Children behave well and are learning about positive attitudes, good manners and independence. They feel safe and secure, which they demonstrate through their self confidence, developing attachments to key staff and their desire to explore and investigate. Children learn about keeping safe through safe play, using equipment safely and learning how to cross the roads during the frequent walks. Children are beginning to appreciate an interest for nature as they have planted seeds in pots and watched them grow into flowers.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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