

Blooming Babies Day Nursery Limited

Inspection report for early years provision

Unique reference number EY423109
Inspection date 15/11/2011
Inspector Patricia Champion

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Type of setting Childcare - Non-Domestic

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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

Blooming Babies Day Nursery Limited is run by a limited company. It was registered in 2011 following changes to the company ownership. The nursery operates from three playrooms in a self-contained unit within the grounds of St. Clere's School in Stanford-le-Hope, Essex. All children share access to a secure, enclosed, outdoor play area. Access to the premises is via a ramp to the front door. A maximum of 26 children may attend the nursery at any one time. The nursery opens five days a week, all year round. Operating times are from 8am until 6pm.

The nursery is registered by Ofsted on the Early Years Register. There are currently 24 children aged from six months to five years on roll. Children aged three- and four-years-old receive funding for early education. Children attend for a variety of sessions or full day care. The nursery serves the local community and surrounding areas. It supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language.

The nursery employs six staff members, all of whom hold appropriate early years qualifications to level 3 or 4. The manager holds Early Years Professional Status. 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 in the Early Years Foundation Stage are supported well and make good progress in all six areas of learning. The atmosphere in the nursery is warm and friendly, as staff work well together to support each child's individual needs. Good partnerships with parents and external agencies ensure that children thrive, as important information is efficiently shared. Routines mostly run smoothly and the documentation that promotes the safe management of the nursery is generally well maintained. The systems for self-evaluation and reflective practice are effective and the capacity for continuous improvement is strong.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the risk assessment always clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 29/11/2011

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

- review routines to give children more time to make decisions and pursue their learning without interruption and to return to activities of their own choosing both indoors and outside.

The effectiveness of leadership and management of the early years provision

Children are cared for by a dedicated and motivated team of staff that convey their enthusiasm. The deputy and staff team confidently and capably run the nursery in the absence of the new manager. Staff are aware of their child protection responsibilities and have a good understanding of safeguarding policies and procedures. Children play in a safe environment and the staff are vigilant about their security. Effective background checks through the Criminal Records Bureau are undertaken to ensure the suitability of adults working with the children. Fire evacuation procedures are carried out regularly, so that staff and children are familiar with the routines. The essential records, such as policies and risk assessments that promote children's safety and welfare are in place. However, the records of risk assessments do not consistently state when they were carried out, by whom, date of review or any action taken following a review or incident. This is a breach in the welfare requirements.

All children are warmly welcomed and fully included in the nursery. Staff have a good knowledge of individual children's backgrounds and needs. Activities and routines are adapted to meet children's varying capabilities, interests and enthusiasms. Staff work closely with outside agencies and professionals, such as speech and language therapists to ensure that children who have special educational needs and/or disabilities achieve as much as they can. Sign language and visual aids are used effectively to enhance communication skills. Children take part in regular activities that reflect not only their own but others' cultural backgrounds and as a result, develop a good understanding of the diversity within the wider world.

Self-evaluation involves everyone connected to the nursery and children and parents are consulted about many aspects. Staff performance is reviewed through yearly appraisals and there is a thorough induction programme for any new staff. There are clear action plans to enhance outcomes for children and following the re-registration, the nursery has demonstrated a good capacity to improve further.

Children benefit from the effective partnership between the parents and the staff. Information is shared in a variety of ways including, newsletters, notice boards and daily report sheets. Parents become involved in children's learning in meaningful ways. For example, children take home bags with story books and activities and practise copying their names or drawing pictures. Questionnaires are distributed to gather parents' views and staff act promptly to meet their suggestions. Parents make very positive comments and say that the staff are friendly and provide wonderful experiences for their children. The nursery ensures that there are smooth transitions for children as they start school, as staff provide reports for reception teachers to enhance continuity in children's care and learning.

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

Children and babies are happy and content, as they enjoy the relaxed atmosphere and attentiveness of the staff. They become engrossed in their play and have great fun in the nursery. The sensitive, caring staff have developed trusting relationships with the children and are deployed well to support their welfare and learning. They spend their time directly playing with the children and provide relaxed opportunities for spoken language by talking about activities, asking questions, waiting for responses and allowing children time to initiate conversations. Children of all ages explore tactile and sensory materials, which they are able to freely experiment with. For example, older children explore the properties of dried and cooked spaghetti or baked beans. Babies also investigate natural materials and everyday items within treasure baskets. Staff allow them to make sense of objects in their own time and in their own way.

Children are polite, listen to the staff's instructions and behave well. They play harmoniously and cooperatively by effectively sharing and taking turns, for example, children say 'thank you, you are so kind' when playing with their friends. Children enjoy helping staff with simple tasks, such as tidying up the toys or gathering the items needed to update the calendar and weather board. Independence skills are effectively developed, as children serve their own food at meal times, pour their drinks or put on coats and shoes to go outside to play. Children have access to a wide range of stimulating resources and play materials that are stored at a low-level. There is a good balance of adult-led and child-led learning experiences each day. However, at times, the routine does not give children optimum opportunities to make decisions and pursue their learning without interruption and to return to activities of their own choosing whether indoors or outside.

A good variety of activities are planned to enhance children's future economic well-being through developing their problem solving, numeracy, literacy and technology skills. Children are making good progress towards the early learning goals. The staff observe children as they play and analyse their observations to identify children's learning priorities, which are then used for activity planning. Children's progress is carefully tracked to ensure that there are no gaps in the areas of learning. Regular reports are shared with parents, so that they are kept informed about progress and achievements and they have opportunities to share their observations about children's learning at home.

Children's health and well-being is promoted effectively. They learn about good hygiene routines and the need to wash their hands at appropriate times during the day, for example, after participating in messy play and always before eating. Children effectively gain an understanding of the importance of behaving responsibly and use tools and equipment carefully and in safety. Children are encouraged to eat healthily and are offered a range of fruit for snacks and nourishing freshly cooked meals at lunchtime. There are regular opportunities for children to enjoy fresh air and exercise everyday. As a result, children develop

coordination and control of their bodies and are able to confidently use larger equipment, such as, bicycles, scooters and climbing and balancing apparatus. Staff sensitively recognise when children become tired. Comfortable areas are created, away from the main play space where children can relax or sleep peacefully and undisturbed.

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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